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ABSTRACT

This Public Service Practicum Curriculum Guide is intended to assist social science and occupational teachers in the areas of public service and related occupations to develop, implement, and operate an internship program. Designed for use in all schools in rural, suburban, or city settings, this guide is based on a program developed in Elk Grove (Illinois) high school district 214. The first of eight sections provides information as to the need for including public service internships in all high school curriculums. Suggestions for developing a public service internship program are included in section two. Section three contains a suggested occupational public service course sequence since the program is designed to be an instructional program with a community experience. Section four contains a brief description of 147 public service occupations, related jobs, recommended high school courses, formal education required, Illinois colleges offering postsecondary programs, outlook for employment, and references for additional information. Section five includes a discussion of instructional methods, teaching units, training plans of career performance objectives, methods of evaluating student competencies, and learning activities. Section six involves evaluation of the practicum and includes evaluation instruments. Section seven provides general information essential to the development and operation of the program. An annotated bibliography of resource materials for both students and teachers appears in the final section. (BM)

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ED174820

# PUBLIC SERVICE PRACTICUM

## CURRICULUM GUIDE

STATE BOARD OF EDUCATION
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ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education

Springfield, Illinois
June, 1979

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# FOREWORD

The Illinois Office of Education is pleased to make available the "Public Service Practicum Curriculum Guide". The Public Service Practicum concept requires the integration of general education with career education and academic education with vocational education. In this instance, the career cluster concept is aimed at the development of skills and understanding which relates to the personal and public service occupational field. The internship experience is related to the students' career interests, development of acceptable job attitudes and facilitation of student involvement in the working world. As a result of this experience, helping students develop the competencies required to succeed as a wage-earner in public service employment becomes one of the clear and primary objectives of the Practicum.

The "Public Service Practicum Guide" was developed during the four-year evolution of the Public Service Practicum at Elk Grove High School in Township High School District 214 with additional data obtained from other schools and public service occupations throughout Illinois. Although the curriculum guide is designed as a one-year course for juniors and seniors, it can be adapted as a one-semester course offering.

Sincere appreciation is extended to the schools and public service people throughout the state who provided research information and materials; the students and public service trainers who participated in the Public Service Practicum during the past four years; District 214 administrators, faculty, school board members and Elk Grove High School Career Advisory Council which have supported the Public Service Practicum since its inception; Mr. Warren Collier and Dr. Marvin Christensen for reviewing and critiquing the guide; and the typists, particularly Becky Kries.

Special recognition is given to the following individuals for their outstanding contributions: Mr. Richard V. Chierico, project director, Elk Grove High School and Mr. Edward Murnane, Mr. George Ergang, Mr. William Jackson, Mr. Doug Donoho and Mr. Richard Hemme, project consultants.

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

# ABSTRACT

Public service careers are those concerned with the functions necessary to provide services to the public. They include occupations that are unique to government and similar services in business and industry; e.g., forester, police officer. librarian, urban planner, chamber of commerce manager, labor relations manager, agricultural engineer, architect, etc.

The Public Service Practicum Curriculum Guide is intended to assist social science and occupational teachers in the areas of public service and its related occupations to develop, implement, and operate an internship program. This approach creates interaction among instructors and encourages the interchange of ideas and sharing of resources. The guide is designed for use in all schools in rural, suburban, or city settings.

The Public Service Practicum program at Elk Grove High School District 214 was developed as a combination internship/cooperative vocational education program. It should be noted that the program was designed utilizing many of the same components characteristic of a cooperative vocational education program. The guide is flexible in its design and applicable for cooperative vocational education* programs, internship programs, and infusion experiences into the regular classroom instruction.

The Curriculum Guide is divided into eight sections. The first section provides information as to the need for including public service internships in the curriculum of all high schools. Suggestions for developing a public service internship program are provided in section two.

One of the purposes of the Practicum is to combine instructions with a community experience in order to provide students with the opportunity to develop an awareness of the competencies needed for employment in the various public service occupations. To achieve this goal, section three contains a suggested occupational public service course sequence.

Section four contains a brief description of 147 public service occupations, related jobs, recommended high school courses, formal education required, Illinois Colleges offering post-secondary programs, outlook for employment and references for additional information.

*Refer to the Illinois Office of Education Handbook for Cooperative Vocational Education in Illinois for guidelines.

Teaching information for public service internships in section five includes a discussion of instructional methods, teaching units, training plans of career performance objectives, methods of evaluating student competencies, and learning activities.

Section six involves evaluation of the Practicum, using various evaluation instruments, in terms of their impact effectiveness.

Some Things You Should Know In The Development of Public Service Internships, section seven, provides general information essential to the development and operation of the program.

An annotated bibliography of resource materials designed for both students and teachers appears in the final section of the Guide. Entries include resource experiences, books, pamphlets, and simulation games.

The supplemental materials include one slide-tape presentation for students explaining the training stations and transparencies for educators describing the curriculum guide.

The curriculum guide is assembled in a loose leaf form to enable social science and occupational teachers in the areas of public service and related occupations to separate the material into specialized teaching units. This will also allow teachers to devise their own materials according to the particular school and community which will be participating in the student internship experience.

## ABSTRACT

| | |
|---|---|
| Title of Material of Service | Public Service Practicum<br>Curriculum Guide |
| Name of Developer | Richard Chierico |
| Site | Elk Grove High School<br>Township High School District #214 |

TARGET LEVEL OF STUDENT: x Regular x Juniors x Seniors

FOR PROFESSIONAL USE BY:

x Vocational Teachers x Vocational Administrators

x Social Science Teachers x Social Science Administrators

x Curriculum Coordinators x Guidance Staff

x Educational Service Regional Superintendents x Principals

IS TRAINING REQUIRED FOR OPTIMUM USE OF THIS MATERIAL/SERVICE? ___ YES x NO

ARE CONSULTANT SERVICES AVAILABLE FROM THE SITE? x YES ___ NO

If yes, contact: Richard Chierico - Elk Grove High School
500 West Elk Grove Boulevard
Elk Grove Village, IL 60007
(312) 439-4800

Warren Collier - Central Administration
Township High School District 214
799 Kensington Road
Mt. Prospect, IL 60056
(312) 259-5300

PROVISION FOR ACQUIRING MATERIALS:

Contact the Illinois Office of Education Department of Adult Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, IL 62777
(217) 782-4620.

DESCRIPTION:

## PUBLIC SERVICE PRACTICUM

The Public Service Practicum has been developed in recognition of the need to focus on occupations in public service.

The academic part of the course is concerned with a study of some of the people in government who make important political decisions and some people who do not work for government but who influence government policies and decisions. The community experience part of the course consists of placing students in various governmental and non-governmental positions of public service, such as:

- Elk Grove Village Manager Intern
- Elk Grove Village Fire Department Intern
- Elk Grove Village Police Intern
- Building and Zoning Intern
- Health Department Intern
- State Representative Intern, Third District
- Park District Intern
- Cook County State's Attorney Intern
- Chicago Crime Commission Intern
- Cook County Clerk of the Court Intern
- State of Illinois, Consumer Protection Division Intern
- Lawyer Intern

PROGRAM DELIVERY:

The curriculum is composed of a course philosophy, course outline (which is divided into general concepts and specifics for each public service area), general readings, specific readings for each public service area, and training plans for each public service area.

Students are taught by a teacher-coordinator with a social science background. There is group instruction and individual instruction for each public service area. After the first two weeks of the semester, the students spend one day per week in class for instruction and between 6-8 hours per week in their public service area.

SUPPLEMENTAL RESOURCES/MATERIALS:

Slide - Tape Presentation of Training Stations and Transparencies of the Curriculum Guide.

TO ORDER:

Copies of the supplemental resources/materials described above are available for loan through the:

East Central Curriculum Management Center
Illinois Office of Education
100 North First Street
Springfield, IL 62777
(217) 782-0759

# SECTION I

# THE NEED FOR PUBLIC SERVICE INTERNSHIPS

When students enter school, they are taking the first step toward a career--a field of work for which a person is specially suited or trained. For example, he or she learns how to read, to work with other people, and to communicate--skills which are essential parts of almost any job.

In high school, students have a choice in the courses they will take. As a result, their decisions greatly affect their choice of a career. A person's career choice affects their whole life. It affects the way they live, the way they think, the goals they set for themselves and their family. In addition, approximately eight hours of every working day for the next thirty, forty, or fifty years will be spent on the job.

What choices in careers are available to high school students? There are thousands of professional and non-professional options available. One career area that is neglected in our schools is public service. Yet, "Government service, one of the Nation's largest fields of employment provided jobs for about 15 million civilian workers in 1976--about one out of six employed persons in the United States. State or local governments (county, city, township, school district, or other special divisions) employed 4 out of 5 government workers; the remainder worked for the Federal Government."* Such statistics indicate the need for high school students to be provided information on the kinds of public service job opportunities in suburban, rural and city areas. The quality of life in rural America like the suburbs and city is influenced by the elected and appointed people working in public service occupations. As a result, high school students should be provided with internship experiences utilizing the many and varied public service resources of a local community which can help students become aware of available opportunities in public service occupations

Table I, which follows, illustrates some public service internships and some related jobs available to students in a suburban school district. Research in Illinois has revealed some potential public service internships and jobs appropriate (but not commonly recognized) for different areas of the State (See Table II). In addition, Section Four of the guide has an extensive compilation of public service jobs listed by education, job description, and related employment.

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*Basic Data: U.S. Department of Labor, Occupational Outlook Handbook, 1978-79, p. 773.

## TABLE I

### Suburban High School Public Service Internships

| Students Serve Internships In Public Service Occupations | Some Public Service Jobs After High School *U.S. Department of Labor |
|---|---|
| Village Manager -- | City Manager, Administrative Manager, Urban Planner, City Engineer, Professional Politician, Public Relations Expert. |
| Village Trustee, State Representative, State Senator, and U.S. Representative -- | Professional Politician, College Teaching of Political and Social Science, Political Geographer, Lawyer, Law Enforcement or Correction Officer, Political Journalism and Staff Position of an Office Holder Ranging From, Survey Worker (Interviewer), Clerical and Research to Speech Writing and Campaign Management. |
| Village Fire Department -- | Fire Fighter, Fire and Safety Inspector, Emergency Medical Technician, Security Guard, and Fire Protection Engineers. |
| Village Community Services -- | Social Worker, Sociologist, Social Group Worker, Social Pathologist, Social Psychologist, Caseworker and Child Psychologist. |
| Village Health Department -- | Sanitarian, Urban Planner, Public Health Education Specialist, Health Physicist, Public Health Nurse, Food and Drug Inspector, Planning for Metropolitan Health and Safety Needs and Nutritionist. |
| Village Building and Zoning Department -- | Architects, Building Inspectors, Landscape Architects, Urban Planner, Drafter and Architectural Technician. |
| Village Finance Director -- | Government Accounting Jobs, e.g. Bank Examiner and Internal Revenue Service Agent, Programmer, Auditor, Systems Analyst and Controller. |
| Park District -- | Recreation Director, Recreation Leader, Social Worker, Physical Education Instructor, Teacher, Personnel Manager, Coach, Public Relations Specialist, and Recreational Therapist. |

TABLE I continued

| Students Serve Internships In Public Service Occupations | Some Public Service Jobs After High School *U.S. Department of Labor |
|---|---|
| Township -- | Professional Politician, Assessor, Social Worker, Child Day-Care Worker, Township Clerk, File Clerk and Administrative Manager. |
| Public Library -- | Professional Librarian, Youth-Services Librarian, Adult-Services, College Teaching, Writing and Editing and Public Relations. |
| Law related careers: Police, States Attorney, Clerk of the Court, Lawyer, Consumer Protection Division and Crime Commission -- | Police Officer, FBI Agent, Border Patrol Agent, Criminologist, State Police Officer, Legal Assistant, Consumer Investigator, Food and Drug Inspector, Lawyer, Probate Investigator, Probation Officer, Bailiff, Court Reporter, Judge, Correction Officer, Penologist, Internal Revenue Agent, Intelligence Specialist, File Clerk, Immigration Inspector, Detective, Legal Secretary and Fingerprint Classifier. |
| Government Affairs, Public Relations and Political Consulting -- | Professional Politician, Staff Position of an Office Holder ranging from Survey Worker (Interviewer), Clerical and Research, to Speech Writing and Campaign Management, Journalism, Media Director, Market Research Analyst, Public Relations, Writing, Advertising, Editorial Work, Newspaper Reporter, Art, Photographer, Broadcasting and Lobbyist. |

## TABLE II

### Some Potential Public Service Internships And Related Jobs

| Potential Public Service Internships | Related Internships and Jobs |
|---|---|
| Professional Forest Service Management -- | Geology, Forestry, Landscape Architecture, Researcher, Soil Science, Range Conservation, Hydrology, Engineering, Wildlife Management, and Wood Technology. |
| Nonprofessional Forest Service Management -- | Fish Hatchery Manager, Law Enforcement, Wildlife Biologist, Wildlife Photography, Fishery Biologist, Ecologist, Researcher, Refuge Manager, Special Agent (Wildlife), and Special Agent (Wildlife Pilot), Aids, Technicians, District Field Assistant (Western States) Maintenance Workers, Light and Heavy Equipment Operators, Laborers, and Skilled Trade Workers. |
| Soil Conservationists -- | Soil Scientists, Agronomists, Engineers, Plant Material Technicians, Range Conservationists, Irrigation Specialists, Geologists, Foresters, Biologists, Entomologists, Agricultural Economists, Home Economists, Teaching Resource and Use Management, Rural and Urban Zoning and Planning Specialists, Cartographers, Draftsmen, Writers, News Reporters, Photographers, Radio and Television Program Directors, County Agricultural Agents, and College Extension Services. |
| Horticulture -- | Teaching, Research or Extension Work in Colleges or Federal and State Agencies, Specialists in Quality Control, Food Inspection, Municipal Park, Golf Course, and Advertising. |
| Agronomy -- | Plant Breeders, Crop Estimators, Field Consultants, Technical Assistants, Research Specialists, Land Appraisers, Soil Testers, Field Inspectors, Soil Surveyors, Farm Planners, Security Officers, Teaching, and College Extension Services. |

Developing successful internship experiences for students can be accomplished regardless of the size of the school or community. In all situations, the curriculum must be tailored to each environment in order to best serve the student. Whereas urban areas have many public service jobs in human and social services (urban planner, sanitarian, child day care worker, etc.), rural areas have many jobs in environmental resources (land use, water use, ecology, etc.). Suburban areas have some of the same urban and rural job classifications mentioned above. In addition, all three areas offer many governmental and non-governmental public service jobs. (Refer to Tables I and II and Section Four for specific jobs).

History has shown that many students from rural, suburban, and city schools leave their communities after graduation to seek educational or occupational opportunities elsewhere. As a result, the students' total educational experience can be enhanced by serving an internship in the public service occupations where one out of six people are employed.

## PUBLIC SERVICE IS A CAREER FOR YOU

We live in an age of government. More and more, our society is turning to the legislative, executive, and judicial branches of government for solutions to problems. Whether that's good or bad is debatable. The fact is, however, that we do not train our young people to aspire to careers in public service and thus, we end up with politicians-turned-public servants who may or may not be capable of responding to the needs of the citizens. The purpose of the Public Service Practicum is to introduce students to careers in public service, provide them with an opportunity to get a close look at various public service careers, and in the end, produce capable and honest public servants.

It is doubtful that many students realize how many public service participants they see every day, and in many cases, how much actual contact they have with the public servants. The teacher obviously is one with whom a great deal of contact is possible. Others include the librarian and staff, postal workers, police officer and firefighter, sanitation worker, forester, soil conservationist, and the many elected officials at a variety of different levels (city, village, township, county, state and federal) of government.

While the number of public service opportunities is surprisingly high, even more surprising are the sharp contrasts that exist among public service professions. The glamour, for example of the Senator or the Representative is contrasted with the tedium of the school board member or the library board member.

The low public esteem of the sanitation worker is contrasted with the life-saving image of the paramedic.

As with most occupations, many people end up in public service careers because the "jobs are there." But in other cases, there are three very significant reasons why a person would pursue a career in public service:

*Financial reward;
*Personal satisfaction;
*Ego gratification.

Although not all public service occupations have exceptionally high financial rewards, there are many positions with the federal and state governments that do pay substantially higher than do private sector jobs and, with the benefits of civil service protection and no obligation to participate in the Social Security program, the attractions of a government job are tempting.

Personal staisfaction that results from a feeling of trying to make a community a better place to live is the motivating force behind thousands of public service participants. While the librarian and staff may have trained and studied for years to earn their positions, the library board members devote countless hours -- for no pay -- after their normal working day. The library board member, and the park board member or zoning board member or school board member, does not (in most cases) earn the recognition that frequently is bestowed upon other elected or appointed officials. His or her neighbors may be unaware of the board member's involvement. The news media rarely pays much positive attention to these public servants; yet, they spend as much time, if not more, than others in more glamorous positions.

It is at the upper levels of public service positions that ego gratification becomes a major factor for continuing the pursuit of the occupation. Senators, Representatives, Mayors and many high-level appointed public servants rarely serve for the financial benefits (although they can be high) because many of them have far surpassed the public service salary in their civilian occupations. Members of Congress, for example, earn about $60,000 a year. More than two-thirds of the Congress earned more than that in their non-government positions. The personal satisfaction that leads many people into lesser public service positions is a factor in many high level positions but it is frequently overshadowed by the public servant's conviction that he or she has the best solutions to the problems and thus is the person best able to make the community a better place in which to live.

Following are some case studies which focus on individuals who have entered public service careers, and how they did it.

William Morris attended public schools in Waukegan and entered Northern Illinois University as a journalism major. His goal was to become a political commentator on network radio or television. His first job after college was with a radio station in his home town and, after reporting on government and politics for the station for several years, he was encouraged to seek elective office himself. He accepted the challenge and entered the race for state senator as a Democrat against a popular Republican senator in a traditionally Republican district. He shocked most observers by winning the election. After serving one term in the Senate and being reelected once, he set out after another seemingly impossible goal and took on the long-entrenched mayor of Waukegan. He repeated his earlier stunning success and now, at the age of 34, is mayor of one of Illinois' largest communities. The mayor's position is a full-time position in Waukegan.

James Ryan also is a mayor of one of the state's largest communities but his position is not full-time. The Village of Arlington Heights has a full-time village manager -- a trained professional in municipal management -- and a part-time mayor and village board of trustees. Ryan's election as mayor in 1975 was the culmination of a series of steps through village government which many local officials must take. He had earlier served as president of a local homeowner's association and was active in representing his group before the village board. His activity was rewarded when he was appointed to a village commission and from that post, he sought election as a village trustee. When the mayor's chair became vacant, he ran and won in a close race. Although he spends a considerable amount of time on village business, Ryan is a successful attorney with offices in Chicago during the day. His educational credits include a degree in engineering, in addition to his law degree. He did not take any special courses to prepare himself for a public service career. At the age of 43, he is a potential candidate for higher office.

John Shelk is a college student who has been preparing for a career in public service since he entered high school. He became active in his local Teen Age Republican organization and, because he was a good student and had good grades, he was able to devote a considerable amount of time to political activities. His efforts were noticed by many candidates and party officials and he frequently was asked to help organize other young people for various campaigns. He agreed and was instrumental in getting many high school students involved in politics. He was hired as a summer employee in his Congressional office, and he applied for a position as a Page for the House of Representatives in Washington. He was selected and spent a full year working in Washington while attending the Capitol Page School. His scholastic effort did not decline while there and he was selected as valedictorian for the Page School graduation. Shelk has enrolled at Georgetown University in Washington and is working part-time in the local Congressional office.

Nanci Vanderweel attended two years of college at Missouri Valley in Marshall, Missouri majoring in psychology with no career in public service in mind. However, in 1967 the Village of Elk Grove was rezoning land for industrial use in proximity to residential single family housing. Vanderweel and two neighbors disagreed with the proposed zoning and organized 590 homeowner residents to battle the village hall. After two years of monitoring village board meetings and discussing the issue, the rezoning was blocked. This issue stimulated her interest in local government. In 1969 she enrolled in an adult education course on local government while continuing to monitor village board meetings. Soon thereafter, she was appointed to a village task force on law enforcement to coordinate a workshop on juvenile problems; and was also appointed to the village plan commission. In 1971 she was elected to a two year term as a village trustee and was re-elected to four year terms in 1973 and 1977.

Eugenia S. Chapman and Virginia B. MacDonald sit on opposite sides of the political aisle in the Illinois House of Representatives but the two Arlington Heights legislators have much in common. Both were elected to the General Assembly after serving in other offices and both have demonstrated a keen interest in social legislation. Mrs. Chapman, a former teacher, followed her interest in education to a seat on the High School District 214 Board of Education and then to the General Assembly where she has been recognized as one of the leaders in the area of education. She was the sponsor of the law creating public community colleges. Mrs. MacDonald's first elective position was that of delegate to the Illinois Constitutional Convention in which she participated in the historical process of writing a new Constitution. She previously had been involved in numerous political campaign organizations and worked her way through the Republican Party in Illinois to become President of the Illinois Republican Women's Federation. Mrs. Chapman and Mrs. MacDonald represent the only Illinois Legislative District with two female representatives.

William Morris, James Ryan, John Shelk, Nanci Vanderweel, Eugenia Chapman, and Virginia MacDonald are only six examples of public servants but they do represent a cross section of ways people get involved in public service careers -- by planning for such a career in high school, by planning for a career in a related field, such as journalism, or by simply becoming involved in community activities and eventually being prodded into public service.

The vast majority of public servants are engaged in low visibility occupations in state and local governments. Frequently viewed as patronage workers or political job holders, they are subject to criticism form the news media and the public for being corrupt, wasteful of public money, and nonproductive.

This image may be a factor in discouraging students from pursuing public service careers. If that is so, it is unfortunate for there are many individuals serving in public service positions who have distinguished themselves and their communities through honest and dedicated work.

A case in point is the Village of Arlington Heights, Illinois, which was cited recently as a "model of propriety" by urban researcher John Gardiner. Excerpts of his report follow:

In 1971, a local historian dubbed Arlington Heights, Illinois "Prairieville, U.S.A., . . .chronicling its settlement in the mid-nineteenth century and its quiet life as a farm town in the rich farmlands northwest of Chicago. Bucolic [rural] tranquility ended abruptly after World War II as tract after tract of cornfields was bought up by developers, and the population soared from 8,678 in 1950 to 64,884 in 1970; during the 1960's it had the highest growth rate in Illinois. It became one of the most prestigous of metropolitan Chicago's bedroom suburbs; the 1970 Census found a median family income of $17,034 in a community which was 99.6% white. 42% of the adult population fit the Census categories of professionals or managers; the median number of school years completed was 13.6." Twenty-four miles from Chicago's loop, as a Chamber of Commerce publication put it, "Arlington Heights offers a peaceful small-town atmosphere. Unlike some other communities, Arlington Heights had made this transition from farm town to upper middle class suburb with an absence of corruption. . .As an experienced federal prosecutor concluded, 'We looked at land development . . .for five years. We got contractors to tell us about little bribes and big payoffs. But we never heard a thing about Arlington Heights -- they all swear the town is completely clean!'"

The climate that prevails in Arlington Heights and the dedication of the employees in public service careers in Arlington Heights are worthy goals for all communities to pursue and for all students to emulate.

# SECTION II

# SUGGESTIONS FOR DEVELOPING
# A
# PUBLIC SERVICE INTERNSHIP PROGRAM

All schools are different and each one is unique. Every school is beset with problems; yet, every school has positive attributes. Much of the research for this Curriculum Guide consisted of visits throughout Illinois to suburban, rural and city schools and their communities. As a result of conversations with school personnel and public service officials, as well as the information gathered from the school districts and local communities, it is evident that a Public Service Practicum program can be developed for any school district, irrespective of its size or geographic location.

The Elk Grove High School Public Service Practicum was developed utilizing the resources of a particular suburban community 25 miles northwest of the City of Chicago with a high school population enrollment of approximately 2,400 students. However, the practicum program, as a concept, is flexible and can be modified to suit other schools. It should be noted that many students leave their communities after graduation from high school to seek educational or occupational opportunities in unfamiliar areas. In addition, as was stated previously, one out of every five adult workers are government employees. Therefore, to be successful, the practicum must be tailored to each school's curriculum and the public service resources of the local community. A step by step process for developing a practicum program follows:

I. You begin with a practicum philosophy which indicates the focus of the course instruction and the kinds of community experiences (internships) you want to make available to students. The Elk Grove High School philosophy which follows represents the views of the Teacher-Coordinator of the program and the particular community in which the internships were developed.

# PUBLIC SERVICE PRACTICUM PHILOSOPHY

When students enter school they are taking the first step toward a career - - a field of work for which a person is specially suited or trained. For example, he or she learns how to read, to work with other people, and to communicate - skills which are essential parts of almost any job.

In high school, students have a choice in the courses they will take. As a result, their decisions will greatly affect their choice of a career. A person's career will probably affect his or her whole life. It will affect the way he or she lives, the way he or she thinks, the goals he or she sets for himself or herself and his or her family. In addition, approximately eight hours of every working day for the next thirty, forty, or fifty years will be spent on the job.

What choices in careers are available to high school students? There are thousands of professional and nonprofessional careers available to young people. However, one career area that is neglected in our schools is public service. For, we live in an age of government, whereby more and more, our society is turning to the legislative, executive, and judicial branches of government for solutions to problems which are beyond the capacity of the private sector to solve. Given this situation, society can ill afford public mistrust of government. Yet, suspicion of government and public officials is substantial. As a result, a means for changing this image of public service is of a fundamental concern. Therefore, I believe high school students should be given the opportunity to pursue a career in public service with the emphasis on the idea that government officials should, and can, rule by the force of their example. Furthermore, students should be provided with a basis for understanding some of the major issues in society, a reasonable means for resolving them, and a commitment to the use of reason for the complicated world in which we live.

The academic part of the course will be concerned with a study of some of the people in government who make important political decisions, and about some people who do not work for government but who influence government policies and decisions. We will try to provide some answers to questions like these: What is influence? Who has influence? Who is subject to influence? How does influence work? What is self-maintenance? What types of people become government leaders? How do they become leaders? What kinds of decisions do political leaders make and what are the factors that influence their decisions?

What is my role as a citizen?

Many young people are confused about their rights and responsibilities. They do not understand that the law will affect almost every aspect of their life from the recording of their birth certificate to the filing of their death certificate. This lack of understanding often leads to conflict with the government and, certain laws which young people feel are unfair or unnecessary. We cannot eliminate the disagreements, but we can manage them so order can remain. Therefore, if students know that our system of government provides a political process to legally change laws with which they disagree, then they have an alternative to breaking those laws and suffering the consequences.

What we need are people willing to face the problems of society honestly and work for the solution to those problems. What we need are leaders of the community who have the confidence of the people and the will and desire to solve the community's problems. Their leadership must be responsible, committed, and effective. What we need are young people desirous of pursuing a career in public service so that some day, they, as public officials, will be able to effectively and efficiently operate our country's governmental affairs.

The community experience part of the course will consist of placing students in various governmental and non-governmental positions of public service, such as:

Elk Grove Village Manager Intern
Elk Grove Village Trustee Intern
Elk Grove Village Finance Director Intern
Elk Grove Village Fire Department Intern
Elk Grove Village Police Department Intern
Elk Grove Village Building and Zoning Intern
Elk Grove Village Health Department Intern
Elk Grove Village Community Services Intern
Elk Grove Village Park District Intern
Elk Grove Village Library Administrative Intern
Elk Grove Township Intern
Cook County State's Attorney Intern
State Representative Intern, Third District
State Senator Intern, Third District
Lawyer Intern
Cook County Clerk of the Court Intern
Attorney General of Illinois--
   Consumer Protection Division Intern
Member of U.S. House of Representatives,
   Twelfth District Intern
Chicago Crime Commission Member Intern
Government Affairs, Public Relations,
   and Political Consulting Intern

The community experience is based on the view that the day-to-day workings of government are best understood by looking at the differences of opinion and interest that exist within the government and the public, at the issues that arise out of these differences, and the ways institutions function to resolve them.

As stated previously, the program should be modified by each teacher according to the particular school and community which will be participating in the student internship experience. Thus, the Public Service Practicum concept does not have to be an added class to the curriculum. It can involve modification of existing classes, and infusing the basic concept into the present curriculum. For example, student internship experiences can serve as a substitute for doing a research paper or taking an examination in a particular course. This experience can be part of the regular school schedule, after school, or weekend experience as agreed to by the various parties involved in the experience.

The infusion of the public service practicum concept into the regular subject matter can be accomplished by the following examples:

| Public Service Practicum Experience Desired | General Course Offerings in the School |
|---|---|
| Village or City Manager and Township or County Supervisor | English<br>General Business<br>U.S. History<br>Math<br>Science |
| Commissioner, Trustee, State Legislator, Member of the House of Representatives, Political Consultant | English<br>Math<br>Industrial Arts<br>Family Living<br>Political Science |
| Firefighter--Paramedic | Scienc<br>Math<br>Industrial Arts<br>Family Living |
| Forestry, Fish, Wildlife Management | Science<br>Math<br>Industrial ARts<br>Business |
| Public Works and Building and Zoning | Business<br>Economics<br>Science<br>Sociology<br>Math<br>Architectural Drawing |
| Soil Conservation and Landscape Architect | Architectural Drawing<br>Biology<br>English<br>Geometry |
| Community Services, Social Work and Psychologist | English<br>Sociology<br>Journalism<br>Business |
| Finance Director and City or County Treasurer, Township Assessor, and Farm Financier | Business<br>Math<br>English<br>Data Processing<br>Marketing |
| Recreation and Related Careers | Art<br>Music<br>Business<br>Publications<br>Physical Education |

| Public Service Practicum Experience Desired | General Course Offerings in the School |
|---|---|
| Public Library | Foreign Language |
| | Art |
| | Music |
| | Business |
| | English |
| | Drama |
| Law-Related Careers | Business |
| | English |
| | History |
| | Science |
| | Math |
| Health-Related Careers | Biology |
| | Math |
| | Foods |
| | Sociology |
| | Child Development |
| | Physical Education |

II. After developing a philosophy, a course outline must be developed. The Elk Grove High School outline which follows, represents that of a particular school and community. It should be modified to fit the needs of each individual school and community. The outline serves as a guide for the course instruction, as well as some of the student experiences at the public service training station. It is significant to point out that herein the emphasis will be on understanding political behavior as a form of human behavior which includes all human activities. Human behavior is eating, sleeping, working, studying, attending church, voting, participating in elections, signing petitions, and many other things people do. Political behavior is the means for solving basic human problems.*

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*Howard D. Mehlinger and John J. Patrick, American Political Behavior, (Lexington, Massachusetts: Ginn and Company) p.2.

## PUBLIC SERVICE PRACTICUM

## COURSE OUTLINE

I. Political Terms
  A. Influence
  B. Power
  C. Authority
  D. Politics
  E. Decision-making
  F. Policy-making
  G. Interest
  H. Interest Groups
  I. Political Party
  J. Legitimacy

II. Tasks of a Political Organization
  A. Control of decision-making
  B. Self-maintenance
    1. Resolution of internal conflict
    2. Recruitment
    3. Co-optation
    4. Rewards and punishment
    5. Communications
    6. Housekeeping

III. Bases of Influence in a Community
  A. Press-Media
  B. Civic Organizations
  C. Business Community
  D. Ethnic Groups
  E. Labor
  F. Church
  G. Government
  H. Parties
  I. Agriculture
  J. Professional Organizations

IV. Elk Grove Village Government
  A. History of village government
  B. History of Elk Grove Village government
  C. Powers of village government
  D. Planning
  E. Citizen participation
    1. Boards
    2. Commissions
  F. Village Administration
  G. Village Clerk

- H. Police Department
- I. Finance Department
- J. Health Service
- K. Community Service
- L. Department of Public Works and Engineering
- M. Village Public Library
- N. Fire Department
- O. Building and Zoning Department
- P. Some laws the citizens should know
- Q. Elk Grove Village and the youth
- R. Elk Grove Village and the elderly
- S. Elk Grove Village new services

V. Elk Grove Township Government
- A. History of township government
- B. History of Elk Grove Township government
- C. Boundaries
- D. Why township government?
- E. Township offices and functions
    1. Supervisor
    2. Assessor
    3. Collector
    4. Clerk
    5. Highway Commissioner
    6. Four Trustees
- F. Day Care Center
- G. Northwest Special Recreation Association
- H. Alcoholism-Drug Dependency Program
- I. Senior Citizen Services
- J. Baseball
- K. Northwest Opportunity Center
- L. Bicycle Safety
- M. Flood problems
- N. Mt. Prospect Historical Society
- O. Mental Health
- P. Youth programs
- Q. Shelter, Inc.
- R. Welfare
- S. Sewer programs
- T. Road and bridge
- U. Other services

VI. City Government and Metropolitan Area
- A. Government structure
- B. Social structure
- C. Reform movement
- D. Structure of power and influence
- E. Trend in city police

VII. Elk Grove Park District
- A. Organization and operation of the Park District
- B. Budget review
- C. Public relations
  - 1. News media
  - 2. Public contact
- D. Board meetings
- E. Operation of facilities
  - 1. Community center
  - 2. Swimming pools
- F. Organization and carrying out of a recreation program
- G. Park maintenance
  - 1. Operation problems
  - 2. Procedure
- H. Attend State Conference and experience the total picture of park districts state-wide
- I. Office procedure
- J. Evaluation of field experience
  - 1. By staff
  - 2. By student

VIII. Elk Grove Public Library
- A. Background reading
- B. Interview with administrator to set reading in perspective
- C. Budget review with administrator
- D. Attend department meetings
- E. Attend staff meetings
- F. Work at circulation
- G. Coordinate the roles of board members, administration and staff
- H. Interview administrator on censorship and community standards
- I. Role of the state
- J. Library organization
- K. Library board election

IX. Role of State Legislator
- A. District Activity
  - 1. Meetings with local public officials
  - 2. Attend speeches to community groups
  - 3. Attend meetings of the political party organization
  - 4. Re-election activities
  - 5. Attend commission and committee meetings
  - 6. Meet with constituents who request interviews
  - 7. Meet with various individuals or groups regarding legislation

- B. Legislative Activity
  - 1. Work on bills sponsored by the legislator
  - 2. Contact legislators for support on certain bills
  - 3. Attend subcommittee hearings on various bills
  - 4. Research
  - 5. Meet with sub-committees
- C. Springfield Fall Activity
  - 1. Attend committee hearings
  - 2. Attend House of Representative and Senate sessions
  - 3. Plan newsletter report
  - 4. Work with press
  - 5. Research areas of special concern for the district

X. Lawyer

- A. Legal education
- B. Classification of Lawyers
  - 1. Private practice
  - 2. Government service
  - 3. Direct employment by private business
  - 4. Employment by labor unions
- C. The work of a lawyer
  - 1. To be a wise counselor
  - 2. To be an advocate
  - 3. To work toward the improvement of his profession
  - 4. To answer calls to public office
  - 5. To help form public opinion
- D. Determination of lawyers' fees
- E. Legal research
- F. Civil lawsuit
  - 1. The complaint
  - 2. Summons
  - 3. Service -- letting the other side know about the lawsuit
  - 4. Answer and default
  - 5. Setting the case for trial
  - 6. Discovery -- finding out about the other side's case
  - 7. Trial
  - 8. Negotiated settlement
- G. Criminal Actions
  - 1. Suspicion
  - 2. Arrest
  - 3. Police station
  - 4. Bail
  - 5. The right to an attorney
  - 6. Arraignment
  - 7. Grand jury indictment

8. The right to a speedy and public trial
9. Discovery
10. The right to a jury trial
11. The right to confront witnesses
12. The privilege against self-incrimination
13. Negotiated pleas
14. Sentencing and the right against cruel and unusual punishment
15. Due process of law

XI. Clerk of the Court - Third Judicial District of Cook County
- A. Duties of a clerk
  - 1. Clerk of the Court
  - 2. File clerk
- B. Observation and discussion of court cases
  - 1. Civil - Non-jury
  - 2. Civil - Jury
  - 3. Criminal - Jury
  - 4. Misdemeanor
  - 5. Felony
  - 6. Traffic
- C. Function of Judiciary
  - 1. Courtroom observation
  - 2. Discussion with judges

XII. Role of Cook County State's Attorney
- A. Negotiated pleas
- B. Observation and discussion of court cases
  - 1 1. Civil - non - jury
  - 2. Civil - Jury
  - 3. Criminal - Jury
  - 4. Misdeameanor
  - 5. Felony
- C. Paternity - Non-support cases
- D. Metropolitan Enforcement Government

XIII. Attorney General of Illinois - Consumer Protection Division
- A. Preparation for consumer protection against fraudulent sales, advertising, and loans
- B. Buying guide for consumers
- C. Observation and assistance in the main office and a branch office of the Consumer Protection Division
- D. Student to work on advertising problems
- E. Student to hear complaints from the public
- F. Student to prepare a case with a lawyer

Role of Member of U. S. House of Representatives

- A. District Activity
    - 1. Meetings with local public officials
    - 2. Attend speeches to community groups
    - 3. Attend meetings of the political party organization
    - 4. Re-election activities
    - 5. Visit federal agencies and commissions in the Chicago area
    - 6. Meet with constituents who request interviews
    - 7. Meet with various individuals or groups regarding legislation
    - 8. Work on bills sponsored by the member of the U.S. House of Representatives
- B. Washington, D.C. Activity
    - 1. Attend committee hearings
    - 2. Attend House of Representative and Senate Sessions
    - 3. Work with the Congressional staff on legislation, press releases, etc.
    - 4. Research areas of special concern for the district

XV. The Chicago Crime Commission

- A. What is the Chicago Crime Commission ?
- B. The objectives of the Chicago Crime Commission
- C. Information gathering activities of the Commission :
    - 1. Observing felony trials in the Circuit Court of Cook County
    - 2 Reviewing and recording on a daily basis all felony indictments returned by grand juries
    - 3. Recording all orders entered in criminal cases by trial judges
    - 4. Receiving weekly and monthly activity reports listing case dispositions by judge
    - 5. Monitoring public media for reports on law enforcement and the courts, crime and legislative or administrative actions in any way affecting the administration of justice
    - 6. Reviewing and monitoring proceedings of the Chicago City Council, the Cook County Board of Commissioners, the Illinois State Legislature and the U.S. Congress dealing with criminal justice administration
    - 7. Monitoring and reviewing appellate court decisions in criminal cases in both state and federal courts
    - 8. Monitoring - where appropriate - proceedings and and reports of criminal-justice agencies
- D. Evaluation of information by the Crime Commission's staff

XVI. Government Affairs, Public Relations, and Political Consulting
  A. What is a government affairs, public relations, and political consulting firm?
  B. Legislative monitoring in Springfield and Washington, D.C.
  C. Legislative initiative and advocacy
    1. Preparation of legislation
    2. Enlistment of sponsors and co-sponsors for bills
    3. Lobbying for or against bills
  D. Attend meetings of business, labor, or legislative groups
  E. Participation in election campaigns
  F. Political Action Committee
    1. Organization
    2. Function
  G. Marketing of a service, candidate, or issue
  H. Awareness of how to make an institution a viable part of the community
  I. Free-Enterprise System
    1. History
    2. How it works
    3. Present problems
    4. How to save the system
  J. Writing reports, news releases, speeches, brochures
  K. Press Conferences
    1. Organizing
    2. Conducting

XVII. Evaluation of all Public Service Students

III. Upon the completion of the course outline, a student evaluation form should be developed. The purpose of the evaluation is:

1. To help the student-learner identify his/her weaknesses and improve.
2. To assist the coordinator in selecting of material for instruction.
3. To assist the public service person in determining the status of the student-trainee.

The Elk Grove High School evaluation form which follows represents the form used for a particular school and community and should be modified to meet the needs of other schools and communities:

## PUBLIC SERVICE PRACTICUM EVALUATION

INSTRUCTOR/COORDINATOR:

NAME:________________________________________DATE:____________________

TRAINING STATION:________________________________________________

The purpose of this evaluation sheet is to accomplish the following:

1. To help the student-learner know his or her weaknesses and improve;
2. To assist the coordinator in the selection of material for instruction;
3. To assist the public service person in determining the status of the student/trainee.

INSTRUCTIONS: Circle the number which best describes the student. If you feel that the rating should be between two numbers, circle both numbers. The numbers after each question correspond to the following ratings:

6 - Does not apply
5 - Outstanding
4 - Above average
3-- Average
2 - Below Average
1 - Unsatisfactory

1. PERSONAL IMPRESSION: Is the student consistently neat and clean or personally well-groomed for the standards of the public service station?

   1 2 3 4 5 6

2. PERSONAL DISPOSITION AND TEMPERAMENT: Through the eyes of the other public service workers, is this student friendly, considerate, well-liked, helpful and cooperative?

   1 2 3 4 5 6

3. ATTITUDE TOWARD PUBLIC SERVICE STATION: Is the student enthusiastic, loyal, interested? Does the student have a wholesome outlook on public service and its importance in life?

   1 2 3 4 5 6

4. ABILITY TO LEARN: Does the student learn and adapt to new duties and ideas quickly?

   1 2 3 4 5 6

5. RELIABILITY: Can the student be counted on when needed? Is an assignment usually carried out properly?

1 2 3 4 5 6

6. QUALITY OF WORK: Does the student maintain the standards desired by the public service station and take pride in a job well done?

1 2 3 4 5 6

7. QUANTITY OF WORK: Does the student usually produce the amount of work desired by the public service station--does the student use every minute of the work day or observation-day to the best advantage?

1 2 3 4 5 6

8. ATTENDANCE AND PUNCTUALITY: Can the student be depended upon to be at the public service station on time? If absent, does the individual always call in to report? Are the reasons for absence justifiable?

1 2 3 4 5 6

9. AUTHORITY AND CRITICISM: Does the student respect the authority of a supervisor and not resent taking orders or criticism?

1 2 3 4 5 6

10. DEVELOPMENT: (a) In what areas can you train this student?

____________________________________________________________

____________________________________________________________

(b) In what subject areas can the coordinator train this individual in the classroom?

____________________________________________________________

____________________________________________________________

(c) Does the student have any shortcomings or weaknesses? How can the school help this person improve?

____________________________________________________________

____________________________________________________________

(d) What do you like most about this student?

____________________________________________________________

____________________________________________________________

OVERALL RATING: After considering all the previous factors and opinions, indicate your overall rating of this student:

1 2 3 4 5 6

Number of days student was absent from regularly scheduled work days during this period:

__________________to______________________, __________________________days.

The space below is provided for any additional comments.

________________________________________

PUBLIC SERVICE TRAINER'S SIGNATURE

IV. With your Public Service Practicum philosophy, outline, and evaluation form completed, the following should occur:

   A. Request assistance from the Illinois Office of Education's Department of Adult Vocational and Technical Education in the development of a separate practicum program or the infusion of internships into the curriculum.

   B. Write the Illinois Department of Labor to learn of the state requirements for a Public Service Practicum program. (Refer to sample letter on the following page.)

# SAMPLE LETTER

Illinois Department of Labor
910 South Michigan Avenue
Room 1855
Chicago, Illinois 60605

Dear Department of Labor:

As the teacher-coordinator of the Public Service Practicum, I would like a letter of approval for the program as it relates to Illinois Labor Statutes. In my opinion, the students are classified as student learners and not employees under the meaning of the Fair Labor Standards Act. For your information, I am enclosing the following materials:

Course Philosophy
Practicum Program Agreement
Practicum Brochure
Certificate of Insurance

The students' internship is designed to provide a learning experience and not to displace regular employees. The student interns are placed two days per week (not to exceed eight hours per week) in their public service area of interest. In some instances, a student serves one day per week in one internship and the second day at another internship.

Some other features of the program are:

(1) The public service person that provides the internship experience usually derives no immediate advantage from the activities of the students, and on occasion, his or her operations may actually be impeded.
(2) The students are not necessarily entitled to a job at the conclusion of the internship.
(3) The public service person and the students understand that the students are not entitled to wages for the time spent in the internship. Many of the students drive their own automobile and pay for their gasoline.
(4) The training, even though it includes actual operation of the facilities of the public service person, is similar to that which would be given in a vocational school or high school.
(5) The training is for the benefit of the trainee or student.
(6) The trainees or students do not displace regular employees, but work under their close supervision.
(7) Students participating in the program are covered by the accident insurance available through their high school district or by a policy of their own choice.

If you have any question, please contact me at ______________________.

I want to thank you for your time and assistance in this matter.

Very truly yours,

______________________________
Teacher-Coordinator

C. Contact key people among the public service occupations, businesses, school, labor unions, and community service organizations in your area for their support of the program.

D. With the above contacts made, appoint an advisory council to review the philosophy, outline, and evaluation form of the practicum. (If your school already has an advisory council, consider making the practicum an integral part of that council.) The advisory council is designed to facilitate communication between the community and the school system. The school personnel needs to know what is going on in the community, and the community should know what the school is doing and/or is desirous of doing. Besides the communication function, the advisory council can provide up-to-date information on developments in the public service occupations and related careers. In addition, the advisory council can suggest ways in which the various academic courses are related to the public service occupations.

E. Make a public service occupation survey to determine the number and types of training stations available. This information can be obtained from the following sources:

1. Advisory Council
2. Telephone Directory
3. Government publications, e.g. Occupational Outlook Handbook
4. Comprehensive Employment and Training Act in the area
5. Association of Industry and Commerce--Chamber of Commerce
6. Illinois Farm Bureau
7. University of Illinois College of Agriculture Cooperative Extension Service
8. Labor Unions
9. Community Service Organizations
10. Soil and Water Conservation Service -- U.S. Department of Agriculture
11. Energy Research and Development Administration
12. Forestry, Fish and Wildlife Management

F. Make personal contact with the people in the public service occupations to discuss their participation in the program. The aforementioned information and materials will be invaluable in the selling of a practicum program or individual internship experiences to be infused into the regular course offerings. During your conversation with the public service people, ask for job description materials and any other information which will assist you in writing an outline for that occupation, as well as a training plan. The training plan serves as a guide for the student, public service person, and coordinator with regard to organizing instruction and correlating the classroom learning the student is to receive with the experience at the public service station. An example of a training plan for a State Representive or State Senator follows.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a State Representative and/or State Senator

Training Station

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for legislative intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the State Representative and/or State Senator. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the State Representative and/or State Senator. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the office of a State Representative and/or State Senator. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a State Representative's and/or State Senator's office. | | X | | | | | |
| 8. The student will become aware of the function of the State Representative's and/or State Senator's office. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read legislative books, manuals, and other assigned materials. | X | X | | | | | |
| 2. The student will have an interview with the State Representative or State Senator concerning needs, problems, etc. as related to the rest of Illinois and the United States. | | X | | | | | |
| 3. The student will have a state government budget review: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will attend State Representative and/or State Senate staff meetings. | | X | | | | | |
| 5. The student will discuss with the Representative and/or State Senator the relationship between state, local and federal government. | | X | | | | | |
| 6. The student will attend meetings with local public officials. | | X | | | | | |
| 7. The student will attend meetings of community groups. | | X | | | | | |
| 8. The student will attend meetings of the political party organization. | | X | | | | | |
| 9. The student will participate in election activities. | | X | | | | | |
| 10. The student will visit state agencies and commissions in the Chicago area. | | X | | | | | |
| 11. The student will work with the State Representative and/or State Senator on legislation, press releases, etc. | | X | | | | | |
| 12. The student will attend committee hearings in Chicago and Springfield. | | X | | | | | |
| 13. The student will attend sessions of the Illinois House of Representatives and Illinois Senate. | | X | | | | | |
| 14. The student will research areas of special concern for the legislative district. | | X | | | | | |
| 15. The student will assist in planning Newsletter report. | | X | | | | | |
| 16. The student will interview the State Representative or State Senator on the need for State government reforms. | | X | | | | | |

Examples of the training plans developed for Elk Grove High School internships as well as for other areas of the state can be found in the teaching information section (Section V).

The public service training station also serves as a good source for the acquisition of descriptive (of that occupation) instructional materials (which can be reproduced for only the cost of xeroxing subject to the copy right laws), as well as reference books and publications for the school to purchase.

G. Determine whether the practicum program or individual internships have public service occupations in proximity of the school, so that students can travel to the training station from school and home without undue difficulty. If not, consideration should be given to a transportation item in the budget consistent with other vocational programs in that school or area.

H. Consult with the Department of Adult Vocational and Technical Education to see if the practicum program or individual internships meet the requirements for reimbursement under the personal and public services cluster.

I. Develop a budget estimate (teacher time, materials, etc.) for the program and/or individual internships to be infused into the regular course offerings. In scheduling, consideration should be given for the teacher/coordinator to use preparation and supervision time for coordinating the program or internship experience, e.g. lunch, preparation, and supervision time to be consecutive periods.

J. Develop a Public Service Practicum program agreement which is to be signed by the student, parent or guardian, public service instructor, teacher-coordinator, and principal. The Elk Grove High School Agreement follows and it should be modified to meet the particular circumstances of other schools and communities.

## Elk Grove High School
## Practicum Program Agreement

1. The course is designed to operate for a one-year period (for seniors) or a two-year period (for juniors) with a minimum of six to eight hours per week of experience training in the public service area.

2. The learning activities of the student-learner shall comply with the necessary federal, state and local laws and regulations.

3. A schedule of processes to be learned in the public service area shall be agreed upon by the coordinator and the public service trainer.

4. The student-learner shall be rotated in the public service area through those phases of training necessary to make him proficient in the public service area.

5. All parties shall agree that when the student leaves the school building he/she assumes all of the duties, rights, and responsibilities of a free agent.

6. There shall be a three-week period at the beginning of the student-learners training which shall be considered a probationary period. The public service-trainer and the coordinator may, at any time during the training period, discontinue training if it is in the best interest of all parties concerned. After the probationary period, a two-week notice of public service termination shall be given by the coordinator or the trainer, if the trainee is unsatisfactory, unless there is a valid reason for immediate termination of training.

7. Transportation from the school to the public service station is the responsibility of the student, who together with his/her parents and/or guardians, assumes all responsibility, accountability, and liability for any and all acts arising out of the operation of a motor vehicle and/or public transportation.

8. If at any time the parents or guardian of the student-learner have any questions concerning the public service experience, they are to contact the coordinator rather than the training station.

9. The public service station will allow the teacher-coordinators representing District 214 to make periodic calls at the employer's place of business for the purpose of observing the progress of the student, and the public service trainer shall agree to evaluate the student at least four times during the school year in order to assist the teacher-coordinator in his/her assessment of student progress.

TOWNSHIP HIGH SCHOOL DISTRICT 214

Date ____________________

____________________ PROGRAM

____________________ HIGH SCHOOL

The ______________________________ agrees to place
(Training Station)

______________________________ in a cooperative work
(Student's Name)

training position as a ______________________________ trainee.
(Public Service Area)

During this training period, the student's schedule will be ____________

______________________________________________

______________________________________________

For his/her service during this period the student will not be paid and shall receive 1/2 credit per semester.

The following information must be completed:

INSURANCE (Check one)

It is strongly recommended that parents purchase 24-hour insurance to cover their son/daughter at the community learning center. Insurance is available through the school at a nominal fee of $22.50 (yearly). The insurance, however, is optional and if you have your own coverage, you may elect not to purchase the school insurance

_____ I have/will purchase 24-hour school insurance.

_____ Insurance waiver - (If_this is checked you must answer the next question).

My current insurance company is ______________________________

______________________________
Parent/Guardian (Signature)

The contents of this training agreement are fully understood, and agreed to by:

| | |
|---|---|
| (Student) | (Public Service Instructor) |
| (Parent or Guardian) | (Teacher-Coordinator) |

Approved by ______________________________, Principal

K. Determine if the teacher/coordinator of the practicum program and/or internships has the required professional and technical training. The Illinois Office of Education/Department of Adult, Vocational and Technical Education should be contacted about any revisions in the law.

L. Currently to qualify for a vocational education instructional program (Reimbursable Training Programs), a public service practicum instructor/coordinator must meet the following qualifications:

1. Valid Teaching Certificate
2. 2000 hours of employment experience in the occupational specialty to be taught or
3. a combination of work experience and directed occupational experience must be verified and may include a variety of public service experiences, e.g., election campaign work, social work, recreation work, etc.

M. A district may employ a practicum coordinator providing the employment experience will be met within (4) years from the date of employment.

N. Publicize the Public Service Practicum and/or course offerings, which will provide public service internship experiences, so that the students and parents will be aware of the program.

O. Inform the faculty of your high school and the feeder schools (Junior High Schools) of the program and how it works.

P. Through the counseling services and teacher referrals, identify the students who would benefit from, and be interested in, the public service internship program.

Q. Interview students as to their public service areas of interest and review the course philosophy, outline, and evaluation form with the student. If the students are interested in the program, complete the following forms:

## APPLICATION

## COMMUNITY RESOURCES PROGRAM

Year of Graduation Date

Counselor Date of Birth ______ Month ______ Day ______ Year ______ Age

NAME:______________________ PHONE______________________

ADDRESS______________________ Street ______ City ______ Zip ______ SEX ___M___F

Condition of your health: Good_____ Fair_____ Poor_____

Do you have defects in: Sight____ Hearing ____ Heart____ Limb ____ Speech____ Body ____ Other ____

How many times have you been absent from school this year? _________; tardy?__________

If absent over five times, give reason:______________________

______________________

How do you consider your record as a student?

Excellent ____ Above Average ____ Average____ Below Average____

Father's Full Name (if living)______________________
Occupation ______________________ Business Phone______________

Mother's Full Name (if living) ______________________
Occupation______________________ Business Phone______________

If Guardian, Full Name______________________
Occupation______________________ Business Phone______________

Are you now employed_____ Employer's Name______________________

Employer's Address______________________ PHONE______________

Type of Work______________________ No. of Months Worked_____
No. of Hours Worked Per Week______

Do you plan to continue this employment? ______________

If so, is your work schedule flexible?______________________

What are your interest areas?
1.______________________
2.______________________
3.______________________

Would you be able to provide your own transportation?__________

What time do you leave school?______________________

What are your extracurricular activities?______________________

______________________

PRESENT SCHEDULE

| Sem. | Subject | Per | Room | Teacher |
|---|---|---|---|---|
| 1<br>2 | | 0 | | |
| 1<br>2 | | 1 | | |
| 1<br>2 | | 2 | | |
| 1<br>2 | | 3 | | |
| 1<br>2 | | 4 | | |
| 1<br>2 | | 5 | | |
| 1<br>2 | | 6 | | |
| 1<br>2 | | 7 | | |
| 1<br>2 | | 8 | | |
| 1<br>2 | | 9 | | |

PROPOSED SCHEDULE

| Sem. | Subject | Per | Room | Teacher |
|---|---|---|---|---|
| 1<br>2 | | 0 | | |
| 1<br>2 | | 1 | | |
| 1<br>2 | | 2 | | |
| 1<br>2 | | 3 | | |
| 1<br>2 | | 4 | | |
| 1<br>2 | | 5 | | |
| 1<br>2 | | 6 | | |
| 1<br>2 | | 7 | | |
| 1<br>2 | | 8 | | |
| 1<br>2 | | 9 | | |

INSURANCE (Check one)

It is strongly recommended that parents purchase 24-hour insurance to cover their son/daughter at the community learning center. Insurance is available through the school at a nominal fee of $22.50 (yearly). The insurance, however, is optional and if you have your own coverage, you may elect not to purchase the school insurance.

____________ I will purchase school insurance.

____________ Insurance waiver

My current insurance company is ______________________________________

____________________________________
Parent/Guardian (Signature)

I approve of ____________________________'s participation in an educational community resource project.

____________________________________
Counselor

____________________________________
Community Resource Coordinator

____________________________________
Parent/Guardian (Signature)

R. After the student indicates a public service area of interest, discuss the training plan with the student. The discussion should cover the training station and related occupations, job competencies, and expected student outcomes from the internship experience.

S. Review with the public service person the students' interest in the occupation, the program's philosophy, outline, evaluation form, agreement, training plan and other related policies or procedures.

T. Conduct an orientation session for the parents prior to the beginning of the student's internship experience. What follows is the letter used at Elk Grove High School inviting the parent or guardian to the school.

## SAMPLE LETTER

Dear Parent or Guardian of

Your son/daughter is enrolled in the Public Service Practicum for this coming school year. This is a high school education program where your son/daughter will receive credit and experience from the public service working world outside of school. The Public Service Practicum is a unique secondary level course. In this program there are specific rules and regulations that must be adhered to during the course of the coming year.

We would like you to become more knowledgeable of the program and we are soliciting your support. Would it be possible for you to attend a short (approximately one hour) meeting Wednesday evening, September______, 19___, at______p.m. in room________? Room________ is located on the second floor in the social science wing which is in the southwest corner of the building facing the rear parking lot.

If you cannot attend the above meeting, I would appreciate your contacting me at____________________Ext._______, so other arrangements can be made.

Sincerely,

Teacher/Coordinator

U. The teacher/coordinator should make coordination calls to the public service training stations, and talk with the students as soon after placement as possible, in order to avoid problems and to assure a successful experience for all participants in the program.

# SECTION III

## SUGGESTED
## OCCUPATIONAL HIGH SCHOOL
## PUBLIC SERVICE COURSE SEQUENCE

## SUGGESTED OCCUPATIONAL HIGH SCHOOL

## PUBLIC SERVICE COURSE SEQUENCE

One of the purposes of the Public Service Practicum is to combine instruction with a community experience in order to provide students with the opportunity to develop an awareness of the competencies needed for employment in the various public service occupations. As a result, it is valuable for a student to start planning for a career while in High School.

What follows are some specific courses in the curriculum of Elk Grove High School which are suggested to students in order to prepare for their internship experience. However, general courses in the subject areas referred to will be sufficient to prepare students for internship experiences in those school districts which have different curricular offerings.

## PUBLIC SERVICE PRACTICUM INTERNSHIP
## SUGGESTED COURSES *

### Village Manager and Township Official

| | | |
|---|---|---|
| 9th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Drafting | Art<br>English<br>General Business |
| 10th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Debate | Business Math<br>Business Law<br>Speech |
| 11th Grade -- | Public Service Practicum I<br>U.S. History<br>Business English<br>Statistics | Political Science<br>Accounting<br>Communications & Environmental Problems |
| 12th Grade -- | Public Service Practicum II<br>Sociology<br>Publication<br>Journalism<br>Business Management & Understanding | Economics<br>Psychology<br>Data Processing<br>Physical Science |

### Village Trustee, State Legislator, and Member of the U.S. House of Representatives

| | | |
|---|---|---|
| 9th Grade -- | Orientation to Public Service Careers (Community Resource Program) | Reading Skills<br>General Business<br>Math |
| 10th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Physical Science | Composition Skills<br>Speech/English<br>Math<br>Consumer Problems |
| 11th Grade -- | Public Service Practicum I<br>Debate<br>U.S. History | Expository Writing<br>Accounting<br>Sociology |
| 12th Grade -- | Public Service Practicum II<br>Philosophy<br>Political Science<br>Psychology | Journalism<br>Physical Science<br>Economics |

*Elk Grove High School is a suburban school district with a school population of approximately 2,4[illegible] students.

## PUBLIC SERVICE PRACTICUM INTERNSHIP
## SUGGESTED COURSES

### Fire Department

| | | |
|---|---|---|
| 9th Grade -- | Orientation to Public Service Careers (Community Resource Program) | Business Management<br>General Power Mechanics |
| 10th Grade -- | Orientation to Public Service Careers (Community Resource Program) | Auto Body<br>General Electricity<br>Math |
| 11th Grade -- | Public Service Practicum I<br>Auto Fundamentals<br>Communications<br>Sociology | Foods<br>General Metals<br>Physical Science |
| 12th Grade -- | Public Service Practicum II<br>Political Science<br>Physical Science | Family Living<br>General Woods |

### Village Community Services

| | | |
|---|---|---|
| 9th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Math | Typing<br>Office Practice<br>Reading Skills |
| 10th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Marketing<br>Foods | Algebra<br>Microbiology<br>Speech<br>Composition Skills |
| 11th Grade -- | Public Service Practicum I<br>Environmental Problems<br>Political Science | Chemistry<br>Statistics<br>Data Processing |
| 12th Grade -- | Public Service Practicum II<br>Humanities<br>Economics<br>Child Development | Physics<br>Sociology<br>Psychology |

## PUBLIC SERVICE PRACTICUM INTERNSHIP
## SUGGESTED COURSES

### Village Finance Director

| | | |
|---|---|---|
| 9th Grade -- | Orientation to Public Service Careers (Community Resource Program) | Typing<br>Business Math<br>Reading Skills |
| 10th Grade -- | Orientation to Public Service Careers (Community Resource Program) | General Business<br>Marketing<br>Communications |
| 11th Grade -- | Public Service Practicum I<br>Office Practice<br>Business English | Accounting<br>Data Processing<br>Composition Skills |
| 12th Grade -- | Public Service Practicum II<br>Computer Math<br>Humanities<br>Physical Science | Business Management & Organization<br>Calculus |

### Village Building and Zoning Department

| | | |
|---|---|---|
| 9th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Communications | Mechanical Drawing<br>Architectural Drawing I<br>Foreign Language |
| 10th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Foreign Language | Architectural Drawing II<br>Algebra<br>Speech |
| 11th Grade -- | Public Service Practicum I<br>Political Science<br>History | Art I<br>Geometry<br>Literature |
| 12th Grade -- | Public Service Practicum II<br>Calculus<br>Economics | Art II<br>Physics<br>Humanities |

## PUBLIC SERVICE PRACTICUM INTERNSHIP
## SUGGESTED COURSES

Park District

| | | |
|---|---|---|
| 9th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Music<br>World History | Typing<br>Reading Skills<br>Literature<br>Foreign Language |
| 10th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Music | Microbiology<br>Speech<br>Office Practice |
| 11th Grade -- | Public Service Practicum I<br>Expository Writing<br>Child Development<br>Botany | Political Science<br>Publications<br>Computer Math |
| 12th Grade -- | Public Service Practicum II<br>Business Management<br>Economics | Journalism<br>Data Processing |

Public Library

| | | |
|---|---|---|
| 9th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Music<br>World History | Typing<br>Reading Skills<br>Literature<br>Foreign Language |
| 10th Grade -- | Orientation to Public Service Careers (Community Resource Program)<br>Literature<br>Foreign Language | General Business<br>Composition Skills<br>Communications<br>Art<br>Algebra |
| 11th Grade -- | Public Service Practicum I<br>Business Management<br>Drama<br>Political Science | Accounting<br>Creative Writing<br>Play Production |
| 12th Grade -- | Public Service Practicum II<br>Humanities | Office Practice |

# PUBLIC SERVICE PRACTICUM INTERNSHIP
# SUGGESTED COURSES

## Law related careers:

Police, Lawyer, States Attorney, Clerk of the Court, Consumer Fraud Office, and Crime Commission

9th Grade -- Orientation to Public Service Careers (Community Resource Program)
Foreign Language
Biology
Typing
Consumer Ed. Problems
Reading Skills
Algebra

10th Grade -- Orientation to Public Service Careers (Community Resource Program)
Foreign Language
Business Law
Speech/English
Literature
American Problems

11th Grade -- Public Service Practicum I
History
Business Management
Debate
Chemistry
Political Science
Accounting
Computer Math
Geometry

12th Grade -- Public Service Practicum II
Psychology
Journalism
Sociology
Physics
Humanities

## Government Affairs, Public Relations, and Political Consulting

9th Grade -- Orientation to Public Service Careers (Community Resource Program)
Biology
English
Literature
Reading Skills
Art
Math
Typing
General Business
Drafting

10th Grade -- Orientation to Public Service Careers (Community Resource Program)
Consumer Problems
Speech
Physical Science
Business Math
Business Law
Debate
Algebra
Composition Skills
Typing

11th Grade -- Public Service Practicum I
Accounting
Debate
Marketing
Journalism
Chemistry
Office Practice
Expository Writing
Communications
U.S. History
Economics

12th Grade -- Public Service Practicum II
Psychology
Business English
Humanities
Data Processing
Journalism
Political Science
Sociology
Physics
Statistics
Geometry

As stated previously, the practicum program should be modified by each teacher according to the particular school and community which will be participating in the student internship experience. What follows are some suggested courses from the curriculum of schools throughout Illinois which can provide the training and competencies necessary for the preparation of students to serve public service internships in their communities.

## SUBURBAN SCHOOL DISTRICT WITH A SCHOOL POPULATION OF APPROXIMATELY 1,300 STUDENTS

### SAMPLE
### PUBLIC SERVICE INTERNSHIP
### SUGGESTED COURSES

Building and Zoning Intern

| | | |
|---|---|---|
| 9th Grade -- | English<br>Math<br>Introduction to Business I & II | Biology<br>Practical Arts Survey<br>Typing |
| 10th Grade -- | Bookkeeping I and II<br>Introduction to Data Processing<br>Introduction to Computer | Mechanical Drawing<br>Vocabulary Development |
| 11th Grade -- | American History<br>Architectural Const. Principles<br>Specialized Shop Math | Practical English<br>Business Law<br>Public Service Internship Experience |
| 12th Grade -- | Political Survey of Contemporary Problems<br>Business Communications<br>Photography<br>Public Service Internship Experience | The American Consumer and the Media<br>Psychology<br>Probability & Statistics |

Public Works and Engineering Intern

| | | |
|---|---|---|
| 9th Grade -- | English<br>Math<br>Introduction to Business I & II | Biology<br>Practical Arts Survey<br>Typing |
| 10th Grade -- | Earth Science<br>Mechanical Drawing<br>Small Engines | Practical English<br>Specialized Science Math |
| 11th Grade -- | American History<br>Probability and Statistics<br>Engineering Drawing | Business Communications<br>Business Law<br>Public Service Internship Experience |
| 12th Grade -- | Political Survey of Contemporary Problems<br>Construction and Building Trades<br>Vocabulary Development | The American Consumer and the Media<br>Marketing and Salesmanship<br>Public Service Internship Experience |

# SAMPLE
# PUBLIC SERVICE INTERNSHIP
# SUGGESTED COURSES
(continued)

## Senior Citizens Intern

| | | |
|---|---|---|
| 9th Grade -- | English<br>Math<br>Typing | Biology<br>Home Economics Survey I & II |
| 10th Grade -- | Advanced Reading Skills<br>Oral Interpretation<br>Consumer Mathematics | General Music<br>Home Crafts<br>Social Science through Photography |
| 11th Grade -- | American History<br>Independent Living<br>Creative Thinking | Living Environments<br>Communications<br>Public Service Internship Experience |
| 12th Grade -- | The American Consumer and the Media<br>Survival in a Modern World<br>Psychology<br>Public Service Internship Experience | Political Survey of Contemporary Problems<br>Inquiry<br>Business Law |

## Community Services Intern

| | | |
|---|---|---|
| 9th Grade -- | English<br>Math<br>Typing | Biology<br>Introduction to Business |
| 10th Grade -- | Business Communications<br>The Social Psychology of Man and His Environment | Public Speaking<br>Survival in a Modern World<br>Bookkeeping I & II |
| 11th Grade -- | American History<br>Psychology<br>Business Law | Family Sociology<br>American Literature<br>Public Service Internships |
| 12th Grade | Probability and Statistics<br>Political Survey of Contemp. Prob.<br>Advanced Psychology<br>Contemporary Thought | The American Consumer and the Media<br>Introduction to Computers<br>Public Service Internships |

## RURAL SCHOOL DISTRICT WITH A
## SCHOOL POPULATION OF APPROXIMATELY
## 700 STUDENTS

### SAMPLE
### PUBLIC SERVICE INTERNSHIP
### SUGGESTED COURSES

State Representative, State Senator, Township Supervisor and Mayor

9th Grade -- Language Arts I
Algebra I
Business Transactions
Shadowing-on-the-site-visitation
Biology
Art I
Vocational Trades I

10th Grade -- Algebra II
Sales and Merchandising
Drafting I
Chemistry
Shadowing-on-the-site-visitation
Conservation and Ornamental Horticulture
Language Arts II
Vocational Trades II

11th Grade -- U. S. History
Critical Reading
World Problems
Advanced Mathematics
Economics
Public Service Internship Experience
Office Practices
Bookkeeping
Language Arts III
Physics
Sociology

12th Grade -- Consumer Education
Creative Writing
Language Arts IV
Accounting
Constitution
Advanced Communications
American Government
Public Service Internship Experience

Law related careers:

Police, Lawyer, State's Attorney, County Clerk of the Court, Counsel for Government Agencies in the area of City Attorney, Consumer Protection Office, County Sheriff, Corrections Officer

9th Grade -- Agricultural Occupations I
Biology
Foreign Language
Shadowing-on-the-site-visitation
Language Arts I
Algebra I
Typing

10th Grade -- Conservation and Ornamental Horticulture
Office Practice
Language Arts II
Algebra II
Shadowing-on-the-site-visitation

## SAMPLE
## Public Service Internship
## Suggested Courses

Law related careers: (continued)

| | | |
|---|---|---|
| 11th Grade -- | Sociology | Advanced Communications |
| | Accounting | Language Arts III |
| | Bookkeeping | Geometry |
| | U.S. History | Chemistry |
| | Public Service Internship Experience | |
| 12th Grade -- | Consumer Education | Constitution |
| | Law Enforcement | Language Arts IV |
| | Accounting | Physics |
| | American Government | Public Service Internship Experience |

## RURAL SCHOOL DISTRICT WITH A SCHOOL POPULATION OF APPROXIMATELY 280 STUDENTS

## PUBLIC SERVICE INTERNSHIP SUGGESTED COURSES

Agricultural Engineering, Agricultural Communications, Dairy Science, Food and Dairy Technology, Agricultural Economics, Horticulture, Plant Pathology, Agronomy and Forestry

| | | |
|---|---|---|
| 9th Grade -- | Algebra I<br>English I | General Science<br>Introduction to Agriculture I |
| 10th Grade -- | Algebra II<br>English II | Biology<br>Introduction to Agriculture II |
| 11th Grade -- | Geometry<br>English III<br>Land Use | Physics<br>U.S. History<br>Public Service Internship Experience |
| 12th Grade -- | Advanced Math<br>Agriculture Business<br>Consumer Management | Consumer Education/Government<br>Accounting<br>Public Service Internship Experience |

Nurse, Outreach Counselor, Hospital Information Officer, Emergency Medical Technician, Youth Recreation Director, Day Care Center, Social Service Programmer, Sustaining Care Worker, Social Worker Trainee, Mental Health Specialist, Physical Therapy Trainee, Medical Social Worker

| | | |
|---|---|---|
| 9th Grade -- | English I<br>General Science | Algebra I<br>Home Economics |
| 10th Grade -- | English II<br>Biology | Algebra II<br>Foods |
| 11th Grade -- | English III<br>U.S. History<br>Public Service Internship Experience | Typing I<br>Family Living |
| 12th Grade -- | English IV<br>Consumer Education and Government | Typing II<br>Consumer Management<br>Public Service Internship Experience |

## A RURAL-SUBURBAN SCHOOL DISTRICT IN CLOSE PROXIMITY TO A CITY WITH A SCHOOL POPULATION OF APPROXIMATELY 500 STUDENTS

### SAMPLE
### PUBLIC SERVICE INTERNSHIP
### SUGGESTED COURSES

Firefighter-Paramedic (volunteer firefighter in the rural area with full time firefighter -- paramedics in the city)

| | | |
|---|---|---|
| 9th Grade -- | Participation in Multi-disciplinary career education program<br>Exploratory Metals | Introduction to Business<br>General English 9<br>Exploratory Electricity<br>General Science |
| 10th Grade -- | Participation in Multi-disciplinary career education program<br>Health | General English 10<br>Interior Decoration<br>Introduction to Food Services |
| 11th Grade -- | Agricultural Mechanical Skills<br>Architectural Drafting<br>Weight Training and Conditioning<br>Chemistry | Single Survival<br>Automotive Diagnosis and Tune Up<br>Public Service Internship Experience |
| 12th Grade -- | Machinery Maintenance<br>Housing<br>First Aid | Agricultural Construction Techniques<br>Public Service Internship Experience |

Federal Forest Service in Illinois, State Fish and Wildlife Management and related field of natural resource conservation

| | | |
|---|---|---|
| 9th Grade -- | Participation in Multi-disciplinary career education Program<br>Current Affairs<br>Journalism I | Biology<br>Algebra I<br>Health and Nutrition for Children |
| 10th Grade -- | Participation in Multi-disciplinary career education program<br>Health | Advanced Biological Science<br>Algebra II<br>Introduction to Food Services<br>Population Problems |
| 11th Grade -- | Auto Diagnosis and Tune Up<br>Chemistry<br>Sociology<br>Public Service Internship Experience | Survey of American History<br>Law Enforcement<br>Geometry |
| 12th Grade -- | Speech<br>Psychology<br>Single Survival<br>Public Service Internship Experience | Physics<br>Introduction to Metric System<br>Literature in Action |

## CITY SCHOOL DISTRICT
## WITH A SCHOOL POPULATION OF APPROXIMATELY
## 4,300 STUDENTS

## SAMPLE
## PUBLIC SERVICE INTERNSHIP
## SUGGESTED COURSES

### Member of City Council, Township Trustee, and Park District Commissioner

9th Grade -- Orientation to Industrial Occupations
Algebra
Language
Art I
English I
Life Science
Introduction to Business

10th Grade -- Orientation to Industrial Occupations
Earth Science
Consumer Problems
Reading Skills
Geometry
Language

11th Grade -- Business Law
Data Processing
American History
20th Centruy Writing
Chemistry
Debate
Economics
Public Service Internship Experience

12th Grade -- Journalism
Civics
Accounting
Practicum Internship Experience
Psychology
Social Problems
Physics

### City Treasurer, City Comptroller, City Clerk, Township Assessor, and County Treasurer

9th Grade -- Orientation to Industrial Occupations
Introduction to Business
English I
Algebra
Oral Communications

10th Grade -- Geometry
Reading Skills
Bookkeeping
Journalism

11th Grade -- Business Law
Business Retailing
Record Keeping
Trigonometry
Current Events
Public Service Internship Experience

12th Grade -- Accounting
Office Machines
Psychology
Calculus
Data Processing
Public Service Internship Experience

# SECTION IV

# PUBLIC SERVICE OCCUPATIONS

The U.S. Office of Education classifies occupations according to fifteen areas of work. One of these areas is public service. An early activity in the development of the Public Service Practicum was to identify occupational titles belonging to the public service area.

This task can easily be accomplished by referring to commercial publications which have already cataloged occupations according to the U.S. Office of Education's fifteen cluster groups. Since School District 214 uses the Guidance Information System developed by Time Share,* the following information was gathered from this system. In Time Share's occupation file there are approximately 1500 occupations. Of that number, 147 are classified as public service occupations.

Following is an alphabetical list of these occupations:

## PUBLIC SERVICE OCCUPATIONS

Ambulance Attendant
Archaeologist
Architect
Archivist
Astronomer
Attorney, District
Attorney, Insurance
Attorney, Tax
Bailiff
Billing-Machine Operator
Bookkeeping-Machine Operator I
Career-Guidance Technician
Case Aide
Casework Supervisor
Caseworker, Child Welfare
Chemistry Technologist
Child-Care Attendant, School
Children's Institution Attendant
Clerk, Post-Office
Community Organization Director
Community Organization Worker
Computer Operator
Correction Officer
Counselor
Counselor, Residence
Counselor, Vocational-Rehabilition
Curator
Customs Inspector
Cytotechnologist
Detective
Director of Guidance in Public Schools
Director of Placement
Duplicating-Machine Operator I
Duplicating-Machine Operator II
Economist
Employment Research & Planning Director
Engineer, Agricultural
Engineer, Ceramic
Engineer, Civil
Engineer, Marine
Engineer, Nuclear
Equal-Opportunity Representative
Facilities Planner
Faculty Member, College or University
Financial Institution Manager
Financial-Aids Officer
Fire Chief
Fire Fighter
Fire Inspector
Fire Warden
General Practitioner
Group Worker
Guard, Security
Gynecologist
Judge
Labor Relations Manager
Launch Commander, Harbor Police
Lawyer
Lawyer, Corporation
Lawyer, Probate
Librarian

*Time Share Corporation, 630 Oakwood Avenue, West Hartford, Connecticut 06110 (1978). All the information contained in this section of the guide is from Time Share Corporation.

# PUBLIC SERVICE OCCUPATIONS

Librarian, Film-or-Tape
Librarian, Music
Librarian, Special Library
Library Technical Assistant
Magistrate
Mail Carrier
Meter Reader
Microbiology Technologist
Museum Technician
Narcotics Investigator
Nurse Aid
Nurse Practitioner
Nurse, General Duty
Nurse, School
Nurse, Staff Occupational Health Nursing
Nurse, Staff, Community Health
Obstetrician
Occupational Therapy Aide
Offset-Duplicating-Machine Operator
Paralegal Assistant
Parking Enforcement Officer
Parole Officer
Patent Agent
Pediatrician
Pharmacist
Photographic-Machine Operator
Physical Education Instructor
Physicist
Physicist, Theoretical
Police Captain, Precinct
Police Inspector I
Police Officer I
Police Officer II
Postmaster
Power-Reactor Operator
Private Investigator
Probation Officer
Program Aide, Group Work
Psychiatric Aide
Psychiatrist
Psychologist, Clinical
Psychologist, Developmental
Psychologist, Educational
Psychologist, Experimental
Psychologist, School
Psychologist, Social
Public Health Educator
Research Worker, Social Welfare
Servicer, Street-Light
Social Worker, School
Sociologist
Special Agent
State-Highway Police Officer
Street-Sweeper Operator
Substation Operator
Superintendent, School
Surgeon I
Tabulating-Machine Operator
Teacher, Aide I
Teacher, Art
Teacher, Elementary School
Teacher, Handicapped Students
Teacher, Preschool
Teacher, Secondary School
Teller
Teller, Note
Therapist, Corrective (Medical Services)
Therapist, Manual-Arts
Therapist, Occupational
Therapist, Physical
Therapist, Recreational
Title Examiner
Transcribing Machine Operator
Trash Collector (Salvage Laborer)
Urban Planner
Veterinarian
Veterinarian, Laboratory Animal Care
Veterinary Livestock Inspector
Vice Investigator
Vocational Training Instructor
Volunteer Services Director
Wastewater-Treatment-Plant Attendant
Wastewater-Treatment-Plant Operator
Water-Treatment-Plant Operator

Most of the occupations in the preceding list require post-high school education. Some require a high school diploma and a few do not require graduation. The practicum is concerned primarily with those occupations which require high school and post-high school education. However, all reference lists should include those occupations which require less than a high school diploma. Students who drop out of high school should not be deprived of selecting an occupation in the area of public services because of their decision to leave school prior to graduation.

The same 147 occupations listed on the previous pages are also outlined below according to the level of education recommended as necessary for entry into the world of work. Some will appear in more than one list. This only means there are different levels of entry requirements in various geographical areas and/or with different agencies.

## PUBLIC SERVICE OCCUPATIONS REQUIRING LESS THAN HIGH SCHOOL DIPLOMA

Ambulance Attendant
Case Aide
Children's Institution Attendant
Nurse Aide
Occupational Therapy Aide
Psychiatric Aide
Servicer, Street-Light
Street-Sweeper Operator
Teacher Aide I
Trash Collector (Salvage Laborer)

## PUBLIC SERVICE OCCUPATIONS REQUIRING HIGH SCHOOL DIPLOMA

Ambulance Attendant
Bailiff
Billing-Machine Operator
Bookkeeping-Machine Operator I
Case Aide
Child Care Attendant, School
Children's Institution Attendant
Clerk, Post-Office
Computer Operator
Correction Officer
Customs Inspector
Detective
Duplicating-Machine Operator I
Duplicating-Machine Operator II
Fire Chief
Fire Fighter
Fire Inspector
Fire Warden
Guard, Security
Labor Relations Manager
Launch Commander, Harbor Police
Mail Carrier
Meter Reader
Narcotics Investigator
Nurse Aide
Occupational Therapy Aide
Offset-Duplicating-Machine Operator
Paralegal Assistant
Parking Enforcement Officer
Police Captain Precinct
Police Inspector I
Police Officer I
Police Officer II
Postmaster
Power-Reactor Operator
Private Investigator
Psychiatric Aide
Servicer, Street-Light
State-Highway Police Officer
Street-Sweeper Operator
Substation Operator
Tabulating-Machine Operator
Teacher Aide I
Teller
Teller, Note
Transcribing Machine Operator
Trash Collector (Salvage Laborer)
Vice Investigator
Wastewater-Treatment-Plant Attendant
Wastewater-Treatment-Plant Operator
Water-Treatment-Plant Operator

## PUBLIC SERVICE OCCUPATIONS REQUIRING VOCATIONAL/TECHNICAL TRAINING: 1-2 YEARS

Bookkeeping-Machiner Operator I
Career-Guidance Technician
Computer Operator
Fire Warden
Launch Commander, Harbor Police
Nurse Aide
Servicer, Street-Light
Tabulating-Machine Operator
Transcribing Machine Operator
Wastewater-Treatment-Plant Operator

## PUBLIC SERVICE OCCUPATIONS REQUIRING VOCATIONAL/TECHNICAL TRAINING: 3-5 YEARS

Facilities Planner
Nurse, General Duty
Nurse, School
Nurse, Staff Occupational Health Nursing
Nurse, Staff, Community Health

## PUBLIC SERVICE OCCUPATIONS REQUIRING JUNIOR COLLEGE ASSOCIATE DEGREE

Bailiff
Career-Guidance Technician
Case Aide
Computer Operator
Cytotechnologist
Detective
Facilities Planner
Fire Chief
Fire Fighter
Fire Warden
Launch Commander, Harbor Police
Library Technical Assistant
Narcotics Investigator
Nurse, General Duty
Nurse, School
Nurse, Staff Occupational Health Nursing
Nurse, Staff, Community Health
Paralegal Assistant
Parking Enforcement Officer
Police Captain, Precinct
Police Inspector I
Police Officer I
Police Officer II
Private Investigator
Tabulating-Machine Operator
Teacher Aide I
Teller
Therapist, Recreational
Title Examiner
Transcribing Machine Operator
Vice Investigator
Wastewater-Treatment-Plant Operator

## PUBLIC SERVICE OCCUPATIONS REQUIRING BUSINESS SCHOOL: 1-2 YEARS

Billing-Machine Operator
Bookkeeping-Machine Operator I
Computer Operator
Duplicating-Machine Operator I
Duplicating-Machine Operator II
Offset-Duplicating-Machine Operator
Private Investigator
Tabulating-Machine Operator
Teller
Transcribing Maching Operator

## PUBLIC SERVICE OCCUPATIONS REQUIRING BACHELOR'S DEGREE

Archaeologist
Architect
Archivist
Bailiff
Case Aide
Caseworker, Child Welfare
Chemistry Technologist
Community Organization Director
Community Organization Worker
Computer Operator
Counselor, Residence
Counselor Vocational-Rehabilitation
Curator
Customs Inspector
Cytotechnologist
Detective
Economist
Employment Research and Planning Director
Engineer, Agricultural
Engineer, Ceramic
Engineer, Civil
Engineer, Marine
Equal-Opportunity Representative
Facilities Planner
Financial Institution Manager
Fire Chief
Fire Fighter
Fire Warden
Group Worker
Labor Relations Manager
Launch Commander, Harbor Police
Librarian, Music
Library Technical Assistant
Microbiology Technologist
Museum Technician
Narcotics Investigator
Nurse, General Duty
Nurse, School
Nurse, Staff Occupational Health Nursing
Nurse, Staff, Community Health
Paralegal Assistant
Parking Enforcement Officer
Parole Officer
Pharmacist
Photographic-Machine Operator
Physical Education Instructor
Physicist
Physicist, Theoretical
Police Captain, Precinct
Police Inspector I
Police Officer I
Police Officer II
Private Investigator
Probation Officer
Program Aide, Group Work
Public Health Educator
Social Worker, School
Special Agent
Teacher Aide I
Teacher, Art
Teacher, Elementary School
Teacher, Handicapped Students
Teacher, Preschool
Teacher, Secondary School
Therapist, Corrective
Therapist, Manual-Arts
Therapist, Occupational
Therapist, Physical
Title Examiner
Urban Planner
Veterinarian, Laboratory Animal Care
Vice Investigator
Vocational Training Instructor
Wastewater-Treatment-Plant Operator

## PUBLIC SERVICE OCCUPATIONS REQUIRING MASTER'S DEGREE

Archaeologist
Architect
Archivist
Casework Supervisor
Caseworker, Child Welfare
Community Organization Director
Community Organization Worker
Counselor
Counselor, Residence
Counselor, Vocational-Rehabilitation
Curator
Director of Guidance in Public Schools
Director of Placement
Economist

## PUBLIC SERVICE OCCUPATIONS REQUIRING MASTER'S DEGREE (Continued)

Employment Research & Planning Dir.
Engineer, Agricultural
Engineer, Ceramic
Engineer, Civil
Engineer, Nuclear
Faculty Member, College or Univ.
Financial Inst. Manager
Financial-Aids Officer
Group Worker
Labor Relations Manager
Librarian
Librarian, Film-or-Tape
Librarian, Music
Librarian, Special Library
Microbiology Technologist
Museum Technician
Nurse Practitioner
Nurse, General Duty
Nurse, School
Nurse, Staff Occupational Health Nursing
Nurse, Staff, Community Health
Parole Officer
Physical Education Instructor
Physicist
Physicist, Theoretical
Probation Officer
Research Worker, Social Welfare
Social Worker, Medical
Social Worker School
Sociologist
Special Agent
Superintendent, Schools
Teacher, Art
Teacher, Elementary School
Teacher, Handicapped Students
Teacher, Preschool
Teacher, Secondary School
Therapist, Corrective
Therapist, Manual-Arts
Therapist, Occupational
Therapist, Physical
Therapist, Recreational
Urban Planner
Veterinarian, Laboratory Animal Care
Vocational Training Instructor
Volunteer Services Director

## PUBLIC SERVICE OCCUPATIONS REQUIRING DOCTOR'S DEGREE

Archaeologist
Archivist
Astronomer
Attorney, District
Attorney, Insurance
Attorney, Tax
Counselor
Counselor, Voca. Rehab.
Curator
Director of Guidance in Public Schools
Director of Placement
Economist
Employment Research & Planning Director
Engineer, Agricultural
Engineer, Ceramic
Engineer, Civil
Engineer, Nuclear
Faculty Member, College or University
Financial-Aids Officer
General Practitioner
Gynecologist
Judge
Lawyer
Lawyer, Corporation
Lawyer, Probate
Librarian
Librarian, Film-or-Tape
Librarian, Special Library
Magistrate
Nurse Practitioner
Obstetrician
Patent Agent
Pediatrician
Pharmacist
Physicist
Physicist, Theoretical
Psychiatrist
Psychologist, Clinical
Psychologist, Developmental
Psychologist, Educational
Psychologist, Experimental
Psychologist, School
Research Worker, Social Welfare
Sociologist
Special Agent
Surgeon I
Veterinarian
Veterinarian, Laboratory Animal Care
Veterinary Livestock Inspector
Vocational Training Instructor

Following are the 147 occupations with a brief description, recommended high school courses, outlook for employment, related jobs, reference for additional information, and personel charactics of an individual who would find the job satisfying, and the physical demands of the job.

In instances where the job could require post-high school education there is a reference made to a list of schools in Illinois offering the necessary courses or degrees.

Ambulance Attendant

Job Description:
Accompanies and assists ambulance driver on calls. Assists in lifting patient onto wheeled cart of stretcher and into and out of ambulance. Renders first aid such as bandaging, splinting and administering oxygen. Requires physical stamina, motor coordination, stability under pressure, patience and the ability to attend to detail.

High school courses such as English, math, chemistry, biology and driver education should be helpful. High school diploma recommended but not required.

Indications are that through 1985, employment potential for this job will be increasing in all states except AK, CO, CT, DC, HI, IA and MA, where it is stable.

| *D.O.T. No. | Related Jobs |
|---|---|
| 355.354-010 | Occupational therapy aide |
| 355.354-010 | Physical therapy aide |
| 355.667-010 | Morgue attendant |
| 355.677-014 | Hospital entrance attendant |

For related information:
Dictionary of Occupational Titles No. 355.374-010

National Registry of Emergency Medical Technicians
1395 East Dublin-Grandville Rd. Box 29233
Columbus, OH 43229

Personal Characteristics: Interests
    Occupation deals with people in a business setting
    Occupation requires working with and helping people
    Occupation deals with machines/equipment most of the time
    Occupation requires evaluating and making decisions
Physical demands of the occupation
    Heavy/very heavy: Lifting more than one hundred pounds
    Involves climbing, balancing, kneeling, stooping, crawling
    Involves reaching, handling, feeling
    Involves both standing and sitting fairly equally

    Less than high school diploma
    High school diploma

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*D.O.T. Dictionary of Occupational Titles provides occupations which are grouped by occupational families as defined by the U.S. Department of Labor. Specific areas of work are listed.

## Archaeologist

Job Description:
Reconstructs record of extinct cultures, especially preliterate cultures. Studies, classifies and interprets artifacts, architectural features and types of structures recovered by excavation in order to determine age and cultural identify. Establishes chronological sequence of development of each culture from simpler to more advanced levels. Requires intellectual, organization and analytical abilities. Must be imaginative, but rational.

High school subjects such an English, foreign languages, art, history, math and chemistry should be helpful. Usually requires a master's or PH.D. degree.

Opportunities for this occupation rest largely with a person's own talent, determination and luck. Best prospects will be in private industry and Government.

| D.O.T. No. | Related jobs |
|---|---|
| 054.067-014 | Sociologist |
| 055.067-010 | Anthropologist |
| 055.067-014 | Anthropologist, Physical |
| 055.067-022 | Ethnologist |

For related information:
See college list #1 and #2

Occupational outlook handbook: Dot No. 055.067-018

Archaeological Institute of America
260 West Broadway
New York, NY 10013

Archaeologist
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity development of ideas
  - Occupation requires evaluating and making decisions
- Personal characteristics: Aptitudes required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - involves reaching, handling, feeling
  - involves talking and hearing
  - involves ability to see clearly
  - involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree
Doctor's Degree

## Architect

Job Description:
Provides services in research, development, construction, design, alteration or repair of property such as houses, public buildings or factories. Designs project integrating engineering elements. Estimates specifications, materials, equipment, cost and building time. Prepares drawings and contract documents for builders. Periodically observes construction. Reuqires spatial and form perception creativity and organizational, verbal and numerical skills.

High school subjects such as English, mathematics and a foreign language helpful. A Bachelor's or Master's degree plus experience is needed for a license.

Indications are that through 1985, employment potential for this occupation will be increasing, expecially in AZ, CA, CO, GA, HI, ID, LA, MD, MS, TN, TX, UT and WY.

| D.O.T. No. | Related jobs |
|---|---|
| 001.061-014 | Architect marine |
| 001.061-018 | Architect landscape |
| 001.167-010 | School-plant consultant |
| 001.261-014 | Drafter, landscape |

For related information:
See college list #3
Occupational outlook handbook: Dot No. 001.061-010

American Institute of Architects
1735 New York Avenue, NW
Washington, DC 20006

Personal characteristics: Interests
- Occupation requires following specific, set routine
- Occupation deals with scientific/technical areas
- Occupation allows creativity and development of ideas
- Occupation requires evaluating and making decisions

Personal characteristics: Aptitudes required
- Ability to understand and use words effectively
- Ability to do arithmetic quickly and accurately
- Ability to comprehend forms in space
- Ability to perceive details in objects

Physical demands of the occupation
- Sedentary: Lifting ten pounds
- Involves reaching, handling, feeling
- Involves talking and hearing
- Involves ability to see clearly
- Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Archivist

Job Description:
Appraises and edits permanent records and historically valuable documents, participates in research activities based on archival materials and directs safekeeping or archival documents and materials. Analyzes documents by ascertaining date of writing, author or original recipient of letter. Requires intellectual ability. Must be able to understand, interperet and apply procedures and Directives.

High school subjects such as English, history, science, public speaking, typing and a foreign language should be helpful. Usually requires a Master's or PH.D degree in history.

Opportunities for this occupation rest largely with a person's own talent, determination and luck. Best prospects will be in Government agencies.

| D.O.T. No. | Related jobs |
|---|---|
| 102.017-010 | Curator |
| 100.387-010 | Catalog Librarian |
| 102.117-010 | Spervisor, historic sites |
| 102.261-014 | Paintings restorer |

For related information:
Occupational Outlook Handbook: DOT No. 101.167-010

American Historical Association
400 A Street, SE
Washington, DC 20003

Archivist
- Personal Characteristics: Interests
    - Occupation deals with people in a business setting
    - Occupation requires working with and helping people
    - Occupation requires following specific, set routine
    - Occupation requires evaluating and making decisions
- Personal characteristics: Aptitudes required
    - Ability to understand and use words effectively
    - Ability to do arithmetic quickly and accurately
    - Ability to understand verbal/tabular material
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves mostly sitting

Bachelor's degree
Master's degree
Doctor's degree

## Astronomer

Job Description:
Observes and interprets clestial phenomena and relates research to basic scientific knowledge or to practical problems such as Navigation. Using optical, radio or other telescopes determines sizes, shapes, brightness and motions and computes positions of the sun, moon, planets, stars, nebulae and galaxies. Requires intellectual, organizational and analytical abilities and high level math skills. Must deal with symbols and abstract concepts.

High school subjects such as physics and math should be helpful. The usual requirement for a job in Astronomy is a PH.D degree.

Opportunities for this occupation rest largely with a person's own talent, determination and luck.

| D.O.T. No. | Related Jobs |
|---|---|
| 022.061-010 | Chemist |
| 020.067-014 | Mathmatician |
| 020.067-018 | Operations-Research Analyst |
| 020.187-010 | Programmer, information system |

For related information:
See college list #4 and #5
Occupational outlook handbook: DOT No. 021.067-010

American Astronomical Society
211 Fitzrandolph Road
Princeton, NJ 08540

Astronomer
- Personal Characteristics: Interests
    - Occupation involves working primarily with things/objects
    - Occupation requires following specific, set routine
    - Occupation deals with scientific/technical areas
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
    - Ability to understand and use words effectively
    - Ability to do arithmetic quickly and accurately
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
    - Ability to understand verbal/tabular material
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
    - Ability to move hands easily/skillfully
    - Ability to differentiate colors
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves reaching, handling, feeling
    - Involves ability to see clearly
    - Involves mostly sitting

Doctor's Degree

Attorney, District

Job Description:
Conducts prosecution in court proceedings in behalf of City, County, State or Federal Government. Gathers and analyzes evidence in case and reviews pertinent decisions, policies and regulations. Presents evidence against accused to Grand Jury for indictment or release of accused. Appears in court of law and presents evidence before Judge. Requires intellectual, analytical, verbal and persuasive skills. Must relate to people.

High school subjects such as English, history, math and science should be helpful. Requires three years of law school and admission to the bar.

Opportunities for this occupation rest largely with a person's own talent, determination and luck.

| D.O.T. No. | Related Jobs |
|---|---|
| 110.117-014 | Attorney Insurance |
| 110.117-018 | Lawyer, admiralty |
| 110.117-026 | Lawyer patent |
| 110.117-034 | Lawyer, real estate |

For related information:
See college list #6 and #7
Dictionary of occupational Titles No. 110.117-010

Association of American Law Schools
1 Dupont Circle, NW
Washington, DC 20036

Attorney, District
Personal characteristics: Interests
Occupation involves sharing ideas with people
Occupation requires working with and helping people
Occupation allows creativity and development of ideas
Occupation requires evaluating and making decisions
Personal characteristics: Apitudes required
Ability to understand and use words effectively
Physical demands of the occupation
Sedentary: Lifting ten pounds
Involves talking and hearing
Involves both standing and sitting fairly equally

Doctor's Degree

## Attorney, Insurance

Job Description:

Advises management of Insurance Company on legality of insurance transactions. Studies court decisions and recommends changes in wording of insurance policies to conform with law or to protect company from unwarranted claims. Advises claims department personnel of legality of claims. Assists personnel in drawing up of legal documents. Requires intellectual, analytical, verbal and persuasive skills. Must relate to people.

High school subjects such as English, history, math science and business should be helpful. Requires three years of law school and admission to the bar.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except CT, DE and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 110.117-010 | Attorney, district |
| 110.117-026 | Lawyer, patent |
| 110.117-034 | Lawyer, real estate |
| 110.117-042 | Title attorney |

For related information:
See college list #6 and #7
Dictionary of Occupational Titles No. 110.117-014

Association of American Law Schools
1 Dupont Circle, NW
Washington, DC 20036

Attorney, Insurance
- Personal characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal characterists: Aptitudes required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to perceive details in objects
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves mostly sitting

Doctor's Degree

Attorney, Tax

Job Description:

Advises individuals, business concerns and other organizations concerning income, estate, gift, excise property and other federal state, local and foreign taxes. Prepares opinions on tax liability resulting from prospective and past transactions. Represents clients in tax litigation. Requires intellectual and analytical abilities. Must be accurate for complex, detailed work, persuasive and able to relate to people.

High school subjects such as English, math, business, history and science should be helpful. Requires three years of law school and admission to the bar.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except CT, DE and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 110.117-030 | Lawyer, probate |
| 110.117-018 | Lawyer, admiralty |
| 110.117-034 | Lawyer, real estate |
| 110.117-072 | Title attorney |

For related information:
See college list #6 and #7
Occupational Outlook Handbook: DOT No. 110.117-038

American Bar Association
1155 East 60th Street
Chicago, IL 60637

Attorney, Tax
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves mostly sitting

Doctor's Degree

Baliff

Job Description:
Maintains order in courtroom during trial and guards jury from outside contact. Checks courtroom for security. Enforces courtroom rules of behavior. Collects and retains unauthorized firearms from persons entering courtroom. Provides jury escort. Guards lodgings of sequestered jury. Reports need for police or medical assistance. Requires physical stamina, manual dexterity, honesty, dependability, initiative and composure.

High school courses should include English, history, psychology and physical education. High school graduates generally perferred; college course work helpful.

Generally speaking, this occupation seems to be increasing or stable in most states except CT, DE, MA, NV, VT and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 376.267-018 | Private investigator |
| 377.667-014 | Deputy Sheriff, building guard |
| 377.667-018 | Deputy Sheriff, Civil division |
| 377.264-010 | Identification officer |

For related information:
See college list #6, #8 and #9
Occupational Outlook Handbook: DOT No. 377.667-010

National Association For Court Administration
NAT. Center For State Courts
1660 Lincoln Street, Suite 200
Denver, CO 80203

Bailiff
- Personal characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

  - High School Diploma
  - Junior College Associate Degree
  - Bachelor's Degree

## Billing-Machine Operator

Job Description:
Operates billing machines with or without computing devices to prepare bills, statements, and invoices to be sent to customers itemizing the amounts customers owe. Prepares machine. Transcribes data such as customer's name or items purchased from office records. Calculates totals, net amounts and discounts. Records computations. Requires manual dexterity, attention to detail and the ability to learn systematic, numerical and data-gathering procedures.

High School courses in business mathematics, business English and typing helpful. A high school diploma is required. Training also available in business schools.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except NM, NY and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 214.387-010 | Billing-control clerk |
| 214.482-014 | Deposit-refund clerk |
| 214.482-018 | Medical-voucher clerk |
| 214.482-022 | Rater |

For related information:
Occupational Outlook Handbook: DOT No. 214.482-010

Office and Professional Employees
International Union
265 West 14th Street, Suite 61C
New York, NY 10011

Billing-Machine Operator
- Personal characteristics: Interests
  - Occupation requires following specific, set routine
- Personal characteristics: Aptitudes required
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
  - Ability to make percise movements with speed
  - Ability to manipulate small objects with fingers
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves mostly sitting

High School Diploma
Business School: 1-2 years

Bookkeeping-Machine Operator I

Job Description:
Operates bookkeeping machine to record data and to maintain complete set of records of financial transactions of establishment. Sorts documents such as checks to be posted. Places form in machine and types identifying headings or data, net amounts and other computations. Verifies entries. Balances totals. Requires eye-hand coordination, accuracy, finger dexterity, good vision and a willingness to perform repetitious work.

High school courses in bookkeeping, arithmetic, English and typing helpful. A high school diploma is required. Vocational technical and business schools offer training.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except DC, NM, and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 210.382-014 | Bookkeeper I |
| 210.382-034 | Commodity-Loan Clerk |
| 210.382-038 | Credit-Card Clerk |
| 210.382-046 | General-Ledger Bookkeeping |

For related information:
Occupational Outlook Handbook: DOT No. 210.382-022

U. S. Office of Education
Division of Vocational & Technical Education
Washington, DC 20202

Bookkeeping-Machine Operator I
- Personal characteristics: Interests
    - Occupation requires following specific, set routine
- Personal characteristics: Aptitudes Required
    - Ability to do arithmetic quickly and accurately
    - Ability to understand verbal/tabular material
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves reaching, handling, feeling
    - Involves ability to see clearly
    - Involves mostly sitting

    High school diploma
    Vocational/technical training: 1-2 years
    Business school: 1-1 years

## Career-Guidance Technician

Job Description:
Collects and organizes occupational data to provide source materials for school career information center. Assists students and teachers in locating and obtaining materials. Orders, catalogues and maintains files on materials relating to job opportunities, careers, technical schools, colleges, schlarships and Armed Forces. Requires verbal and numerical skills, attention to detail and the ability to relate to people.

High school courses should include English, social studies and math. Usually requires post-high school or junior college training.

This occupation will be increasing in AL, CO, FL, GA, IL, IN, IA, LA, ME, MD, MA, MS, MT, NE, NV, NJ, NY, NC, ND, OH, OK, OR, SC, TN, TX, UT, VT and VA.

| D.O.T. No. | Related jobs |
|---|---|
| 245.010 | Clerk, Medical-Record |
| 249.367-022 | Credit Authorizer |
| 249.367-046 | Library Assistant |
| 249.367-074 | Teacher Aide II |

For related information:
COL 2 Characteristic 702,207
see college list #10 and #12
Dictionary of Occupational Titles No. 249.367-014

College Placement Council, Inc.
P.O. Box 2263
Bethlehem, PA 18001

Career-Guidance Technician
Personal Characteristics: Interests
Occupation deals with people in a business setting
Occupation involves sharing ideas with people
Occupation requires working with and helping people
Occupation requires evaluating and making decisions
Personal Characteristics: Aptitudes required
Ability to understand and use words effectively
Ability to understand verbal/tabular material
Physical demands of the occupation
Medium: Lifting up to fifty pounds
Involves climbing, balancing, kneeling, stooping, crawling
Involves reaching, handling, feeling
Involves talking and hearing
Involves both standing and sitting fairly equally

Vocational/Technical Training: 1-2 years
Junior college associate degree

## Case Aide

Job Description:
Works on simpler aspects of cases or provides service to less complex cases under close supervision and tutorage of caseworker. Explains the services and facilities of the agency. Helps fill out any required forms. Offers encouragement. Assists clients in the form of finances, medical services, goods, job placement and home-making services. Requires tact, sympathy, poise and verbal facility. Must follow directions.

High school courses should include English, a foreign language, typing, shorthand and the social sciences. There are a wide range of educational backgrounds.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR, DE and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 195.227-014 | Recreation Leader |
| 195.367-014 | Management Aide |
| 195.107-010 | Caseworker |
| 195.107-034 | Social Worker, Psychiatric |

For related information:
See college list #8, #10, #13, #14,
Occupational Outlook Handbook: DOT No. 195.367-010

National Association of Social Workers
1425 H Street, NW, Suite 600
Southern Building
Washington, DC 20005

Case Aide
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

  - Less than high school diploma
  - High school diploma
  - Junior college associate degree
  - Bachelor's degree

## Casework Supervisor

Job Description:

Coordinates activities of and supervises social-service-agency staff, voulnteers and students of school of social work. Assigns caseloads. Aids in analyzing case problems. Evaluates performance of staff members and recommends indicated action. Helps to develop and implement agency administration policy. Requires planning and leadership qualities. Must be able to motivate others and execute programs and policies.

High school courses should include English, foreign languages, biology, social studies and psychology. A graduate degree and experience are usually required.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 195.107-038 | Social Worker, School |
| 195.107-022 | Social Group Worker |
| 195.117-010 | Administrator, Social Welfare |
| 195.167-038 | Rehabilitation center manager |

For related information:
See college list #8, #13
Occupational Outlook Handbook: DOT No. 195.137-010

National Association of Social Workers
1425 H Street, NW
Suite 600, Southern Building
Washington, DC 20005

Casework Supervisor
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical Demands of the Occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Master's Degree

Caseworker, Child Welfare

Job Description:
Aids parents with child rearing problems, and childeren and youth with difficulties in social adjustments. Investigates home conditions. Studies children's physical and psychological makeup. Determines suitability of foster home and adoption applicants and places child appropriately. Provides counseling to children, parents or foster parents. Requires intellectual, organizational and verbal skills, concern for others and ability to work with people.

High school courses in English, social studies and the sciences helpful. A Bachelor's degree is the minimum requirement. A Master's degree preferred for top positions.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR and ID.

D.O.T. No. Related Jobs
195.107-038 Social Worker, School
195.107-018 Caseworker, Family
195.107-026 Social Worker, Delinquency Prevention
105.107-034 Social Worker, Psychiatric

For related information:
See College List #8 and #13
Occupational Outlook Handbook: DOT No. 195.107-014

National Association of Social Workers
1425 H Street, NW
Suite 600, Southern Building
Washington, DC 20005

Caseworker, Child Welfare
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

  - Bachelor's degree
  - Master's degree

## Chemistry Technologist

Job Description:
Following manual instructions, performs qualitative and quantitative chemical analyses of body fluids and wastes to provide information used in diagnosing and treating disease. Test urine, blood, spinal fluid and gastric juices for presence and quantity of metabolic substances, by-products, chemicals, drugs and poisons. Requires form perception, attention to detail and the ability to follow specific procedures.

High school subjects such as biology, chemistry and math should be helpful. Usually requires a Bachelor's degree and clinical experience.

Indications are that through 1985, employment potential for this occupation will be increasing in AR, CT, ID, LA, MI, MS, MT, NE, NH, RI, VT, WA and WI.

| D.O.T. No. | Related Jobs |
|---|---|
| 078.261-014 | Microbiology Technologist |
| 078.261-018 | Orthotist |
| 078.261-022 | Prostehetist |
| 078.361-030 | Tissue Technologist |

For related information:
See college list #15 and #16
Occupational Outlook Handbook: DOT No. 078.261-010

Pharmaceutical Manufacturers Accociation
1155 15th Street, NW
Washington, DC 20005

Chemistry Technologist
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to perceive details in objects
  - Ability to move hands easily/skillfully
- Physical Demands of the occupation
  - Light: Lifting up to twerty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Bachelor's Degree

Child-Care Attendant, School

Job Description:
Attends to personal needs of handicapped children while in school receive specialized academic and physical training. Wheels handicapped children to classes, lunchrooms and treatment rooms. Secures children in equipment such as slings and stretchers. Helps children to walk, board busses and put on prosthetic appliances. Requires ability to relate to people, love for children and patience.

High school courses such as English, health and psychology should be helpful. High school diploma usually required.

Generally speaking, employment potential for this occupation will be increasing or stable in all states.

| D.O.T. No. | Related Jobs |
|---|---|
| 355.674-014 | Nurse Aide |
| 355.354-010 | Physical Therapy Aide |
| 355.677-014 | Hospital Entrance Attendant |
| 355.687-010 | Clothes-Room Worker |

For related information:
Careers: Child-Care Attendant
Dictionary of Occupational Titles No. 355.674-010

Child Development & Day Care
Council of America
1012 14th Street, NW - Room 1105
Washington, DC 20014

Child-Care Attendant, School
- Personal Characteristics: Interests
    - Occupation deals with people in a business setting
    - Occupation requires working with and helping people
    - Occupation deals with machines/equipment most of the time
    - Occupation requires evaluating and making decisions
- Physical demands of the occupation
    - Medium: Lifting up to fifty pounds
    - Involves climbing, balancing, kneeling, stopping, crawling
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally
    - Involves considerable walking

High School Diploma

## Children's Institution Attendant

Job Description:

Cares for group of children housed in city, county, private or other similar institution under supervision of superintendent. Instructs children with regard to health and personal cleanliness. Plans and leads recreational activities. Instructs children in games. Diciplines children when necessary. Requires love for children, patience, sympathy and physical stamina.

High school courses such as English, health and the social sciences should be helpful. High school diploma preferred.

Indications are that through 1985, employment potential for this occupation will be increasing in most states, stable in AK, AZ, DC, HI, IN, IA, MS, MO, NE, UT, and VT and decreasing in AR, DE, ID, and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 359.677-022 | Passenger Service Rep. (Air Trans.) |
| 359.667-010 | Chaperon |
| 359.677-018 | Nursery School Attendant |
| 359.677-026 | Playroom Attendant |

For related information:
Dictionary of Occupational Titles No. 359.677-010

National Association For The Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009

Children's Institution Attendant
Personal Characteristics: Interests
Occupation requires working with and helping people
Occupation deals with machines/equipment most of the time
Occupation requires evaluating and making decisions
Physical demands of the occupation
Medium: Lifting up to fifty pounds
Involves reaching, handling, feeling
Involves talking and hearing
Involves ability to see clearly
Involves mostly standing

Less than High School Diploma
High School Diploma

Clerk, Post Office

Job Description:
Sells stamps, postcards and money orders. Registers and insures mail. Computes mailing costs of letters and parcels. Sorts mail according to state, address or other scheme. Examines mail for correct postage and cancels mail. Records daily transactions. Receives complaints and completes forms for investigation. Posts circulars for public information. Requires attention to detail, speed and accuracy, courtesy and tact, a good memory and ability to learn bookkeeping.

High school courses in English, typing and arithmetic helpful. A high school diploma is recommended. Must meet minimum age requirement and pass written and physical exams.

Generally speaking, this occupation seems to be increasing or stable in most states except AL, LA, MA, MI, NM, NY, OH, PA, RI, SD, TN, VA, WV and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 245.362-010 | Clerk, Medical-Record |
| 243.137-010 | Supervisor, Mails |
| 243.367-010 | Mail Censor |
| 243.367-018 | Town Clerk |

For related information:
Occupational Outlook Handbook: DOT No. 243.367-014

National Association of Letter Carriers
100 Indiana Avenue, NW
Washington, DC 20001

Clerk, Production
- Personal Characteristics: Interests
  - Occupation requires following specific, set routine
- Personal Characteristics: Aptitudes Required
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves mostly sitting

High School Diploma

## Counselor

Job Description:
Counsels individuals and provides group educational and vocational guidance services. Appraises individual's interests, abilities and personality through tests, records and interviews for vocational and educational planning. Compiles and studies occupational, educational and economic information. Helps individuals overcome social and emotional problems. Requires tact, poise and the ability to absorb psychological training and apply it to diverse problems.

High school courses in psychology, sociology and the humanaties helpful. A master's degree is necessary in addition to meeting state certification requirements.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in AR, DE, and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 045.107-034 | Psychologist, School |
| 045.107-018 | Director of Counseling |
| 045.107-026 | Psychologist, Counseling |
| 045.107-030 | Psychologist, Industrial-Organizational |

For related information:
See college list # 8, #31
Occupational Outlook Handbook: DOT No. 045.106-010

Council of Student Personnel Associations
C/O Dr. G. W. Jones, Ball State University
Muncie, IN 47306

Counselor
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively

Physical demands of the occupation
- Sedentary: Lifting ten pounds
- Involves talking and hearing
- Involves mostly sitting

Master's Degree
Doctor's Degree

Correction Officer

Job Description:
Guards inmates in penal institution in accordance with established policies, regulations and procedures. Observes conduct and behavior of inmates to prevent disturbances and escapes. Inspects locks, window bars, doors and gates. Searches inmates and cells for contraband articles. Employs weapons or force to maintain order, if necessary. Requires physical stamina, honesty and dependability, initative and composure.

High school courses should include physical education and psychology. High school diploma required.

Indications are that through 1985, employment for this occupation will be increasing in all states except AK, ID, MA and WV, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 372.667-030 | Gate Tender |
| 372.667-014 | Bodyguard |
| 372.667-022 | Flagger |
| 372.667-042 | School Bus Monitor |

For related information:
Occupational Outlook Handbook: DOT No. 372.667-018

Contact, Inc.
P.O. Box 81826
Lincoln, NE 68501

Correction Officer
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
- Physical demands of the occupation
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

  High School Diploma

## Computer Operator

Job Description:
Monitors and controls electronic computer to process business scientific, engineering or other data according to operating instructions. Sets control switches on equipment. Loads input and output units with tapes or other materials. Starts and observes operation of equipment. Corrects errors. Clears unit at end of operating run. Records operating and down time. Requires manual dexterity, ability to follow organized procedures and desire to work with machines.

High school courses in data processing, office procedures and typing helpful. A high school diploma is required. Some employees prefer technical or college training.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK and ME.

| D.O.T. No. | Related Jobs |
|---|---|
| 213.382-101 | Computer-Peripheral-Equipment Operator |
| 213.132-010 | Supervisor, Computer Operations |
| 213.132-014 | Supervisor, Machine-Records Unit |
| 213.685-010 | Auxiliary-Equipment Operator, Data Processing |

For related information:
See college list #27, #28, #29, and #30
Occupational Outlook Handbook DOT No. 213.362-010

Association for Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Computer Operator
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation requires following specific, set routine
- Personal Characteristics: Aptitudes Required
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
  - Ability to manipulate small objects with fingers
- Physical demands of the occupation
  - Light: lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

High School Diploma
Vocational/Technical Training: 1-2 years
Business School: 1-2 years
Junior College Associate Degree
Bachelor's Degree

## Community Organization Worker

Job Description:
Plans, organizes and works with community groups concerned with spcial problems of community. Assesses strengths and weaknesses of existing resources. Interprets needs, programs and services to agencies, groups and individuals involved. Provides leadership and assistance. Prepares reports. Requires ability to plan, initiate and carry out programs. Must be able to motivate and direct people.

High school subject should include English, biology, social studies and psychology. Bachelor's Degree required; Master's Degree usually preferred.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR and ID.

| D.O. T. No. | Related Jobs |
|---|---|
| 195.167-018 | Camp Director |
| 195.167-030 | Parole Officer |
| 195.167-022 | Director, Field |
| 195.167-038 | Rehabilitation Center Manager |

For related information:
See college list #8 and #13
Dictionary of Occupational Titles No. 195.167-010

National Association of Social Workers
1425 H Street, NW
Suite 600, Southern Building
Washington, DC 20005

Community Organization Worker
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Community Organization Director

Job Description:
Directs activities of organization to coordinate functions of various community health and welfare programs. Advises health and welfare agencies in planning and providing services based on community surveys and analyses. Reviews budgets of member agencies. Prepares studies and reports to promote public understanding and support. Requires intellectual and analytical skills and the ability to relate to people.

High school courses should include English, public speaking, math, business, social studies and Psychology. Requires a Bachelor's Degree; Advanced degrees should be useful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR, DE, and ID.

D.O.T. No. Related Jobs
187.117-038 Hotel or Motel Manager
187.117-010 Administrator, Hospital
187.117-018 Director, Institution
187.117-022 District Adviser

For related information:
See college list #8 and #17
Dictionary of Occupational Titles No. 187.117-014

Community Training & Development
41 South Main Street
Dond Du Lac, WI 54935

Community Organization Director
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Counselor, Residence

Job Description:
Provides individual and group guidance services relative to problems of scholastic, educational and personal-social nature to dormitory students. Suggests remedial or corrective actions and assists students in making better adjustments and in planning intelligent life goals. Requires intellectual and verbal abilities. Must be able to relate to people and show concern for their problems.

High school subjects such as psychology and English should be helpful. A bachelor's degree is usually required; a master's degree is becoming increasingly important.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR, DE and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 045.107.034 | Psychologist, School |
| 045.107-014 | Counselor, Nurses' Association |
| 045.107-026 | Psychologist, Counseling |
| 045.107-030 | Psychologist, Industrial-Organization |

For related information:
See college list #8 , #31
Occupational Outlook Handbook: DOT No. 045.107-038

Council of Student Personnel Associations
C/O Dr. G. W. Jones, Ball State University
Muncia, IN 47306

Counselor, Residence
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal characteristics: Aptitudes Required
    - Ability to understand and use words effectively
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves talking and hearing
    - Involves mostly sitting

Bachelor's Degree
Master's Degree

Curator

Job Description:
Directs and coordinates activities of workers engaged in operating exhibiting institution such as museum, art gallery, botanical garden, arboretum, herbarium or zoo. Responsible for instructional, acquisition, exhibitory, safekeeping, research and public service objectives of institution. Oversees curatorial, personnel, fiscal, technical, research and clerical staff. Requires intellectual, organizational, analytical, verbal and numerical abilities. Must relate to people.

High school subjects such as history, foreign languages, biology and art should be helpful. Usually requires a Bachelor's degree; master's degree or PH.D Preferred.

Opportunities for this occupation rest largely with a person's own talent, determination and luck. Best prospects will be in FL and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 102.381-010 | Museum Technician |
| 102.167-010 | Art Conservator |
| 102.361-010 | Restorer, Lace and Textiles |
| 102.367-010 | Fine Arts Packer |

For related information:
See college list #32
Dictionary of Occupational Titles No. 102.017-010

American Association of Museums
2233 Wisconsin Avenue, NW
Washington, DC 20007

Curator
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves both standing and sitting fairly equally

  - Bachelor's Degree
  - Master's Degree
  - Doctor's Degree

Counselor, Vocational-Rehabilitation

Job Description:
Counsels handicapped individuals to provide vocational rehabilitation services. Interviews and evaluates handicapped applicants to determine degree of handicap, eligibility for service and feasibility of vocational rehabilitation. Promotes and develops job openings and places qualified applicant in employment. Requires concern for the welfare of others and the ability to inspire trust.

High school subjects such as biology, English, typing, social studies and psychology. A bachelor's degree is the minimum requirement; A master's degree is usually preferred.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR, DE and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 045.107-038 | Counselor, Residence |
| 045.107-014 | Counselor, Nurses' Association |
| 045.107-018 | Director of Counseling |
| 045.107-026 | Psychologist, Counseling |

For related information:
See college list #8, #13 #15
Occupational Outlook Handbook: DOT No. 045.107-042

Mental Health Association National Headwuarters
1800 North Kent Street
Arlington, VA 22209

Counselor, Vocational-Rehabilitation
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree
Doctor's Degree

## Customs Inspector

Job Description:
Inspects cargo, baggage, articles worn or carried by persons and vessels, vehicles or aircraft entering or leaving United States to enforce customs and related laws. Questions suspicious persons to clarify irregularities. Explains laws to tourists. Classifies articles and assesses and collects duty on merchandise. Seizes contraband. Detains or arrests persons involved in violations. Requires tact. Must be able to perform under stress.

High school courses should include English, foreign languages, math, psychology and social studies. Requires a bachelor's degree or three years responsible work or combination of the two.

Employment potential for this job rests largely with hiring trends of the federal government. Best prospects will be in CA, DC, FL, HI, MT, NM, OR, SC and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 168.267-014 | Claim Examiner (Insurance) |
| 168.267-018 | Customs Import Specialist |
| 168.267-034 | Driver's License Examiner |
| 168.267-050 | Inspector, Government Property |

For related information:
See college list #8
Occupational Outlook Handbook: DOT No. 168.267-022

American Federation of Police
110 NE 125th Street
North Miami, FL 33161

Customs Inspector
- Personal Characteristics: Interests
    - Occupation deals with people in a business setting
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to understand verbal/tabular material
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves climbing, balancing, kneeling, stooping, crawling
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

High school diploma
Bachelor's Degree

## Cytotechnologist

Job Description:
Stains, mounts and studies cells of human body to determine pathological condition. Examines specimen and diagnoses nature and extent of disease or cellular damage. Executes variety of laboratory tests and analyses to confirm findings. Reports information to pathologist. Requires intellectual ability. Must pay attention to detail and follow established procedures.

High school subjects such as biology, chemistry and math should be helpful. Usually requires two years of college and twelve months of professional education.

Indications are that through 1985, employment potentional for this occupation will be increasing or stable except in AK, AR, CO, DE, DC, HI, IA, KS, LA and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 078.261-014 | Microbiology Technologist |
| 078.361-022 | Orthotics Assistant |
| 078.361-030 | Tissue Technologist |
| 078.362-014 | Dialysis Technician |

For related information:
See College list #15, #34, #35
Dictionary of Occupational Titles No. 078.281-010

Anerican Society of Clinical Pathologists
P.O. Box 4872
Chicago, IL 60680

Cytotechnologist
- Personal Characteristics: Interests
  - Occupation involves working alone much of the time
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical sreas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to perceive details in objects
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Junior College Associate Degree
Bachelor's Degree

## Detective

Job Description:
Carries out investigations to prevent crimes or solve criminal cases. Investigates crime and questions witnesses. Examines scene of crime to gather clues and evidence. Investigates suspects. Reports progress. Makes arrests. Prepares assigned cases for court. Testifies before court and grand jury. Requires verbal and organizational skills, physical stamina and ability to perform under stress and learn about laws.

High school courses in American history, English and physical education helpful. High school diploma required. Junior and senior college training helpful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states.

D.O.T. No. Related Jobs
375.267-018 Investigator, Narcotics
375.227-010 Police-Academy Instructor
375.267-030 Police Inspector II
375.363-010 Border Guard

For related information:
See college list #8, #10, #11, #36
COL4 Characteristic 991,996
COL2 Characteristic 571,702,709
Careers: Detective, Police
Job Lab 2.
Occupational Outlook Handbook: DOT No. 375.267-010

International Conference of Police Associations
1239 Pennsylvania Avenue, SE
Washington, DC 20003

Detective
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

High school diploma
Junior College Associate Degree
Bachelor's Degree

## Director of Guidance in Public Schools

Job Description:
Organizes, administers and coordinates guidance program in public school system. Formulates guidance policies and procedures. Plans and supervises testing program. Directs use of records and reports. Supervises school placement service. Works closely with guidance workers and teachers. Coordinates guidance activities with community agencies. Requires ability to relate to people, concern for others and leadership qualities.

High school subjects such as psychology, sociology and statistics should be helpful. Requires a master's degree; teaching experience sometimes necessary.

Generally speaking, this occupation seems to be increasing in AL, CO, FL, GA, IL, IN, IA, LA, ME, MS, MT, NC, OH, OK, SC, TN, TX and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 045.107-038 | Counselor, Residence |
| 045.067-018 | Psychometrist |
| 045.107-018 | Director of Counseling |
| 045.107-026 | Psychologist, Counseling |

For related information:
See college list #37, #38

Council of Student Personnel Associations
C/O Dr. G. W. Jones, Ball State University
Muncie, IN 47306

Director of Guidance in Public Schools
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves mostly sitting

Master's Degree
Doctor's Degree

Director of Placement

Job Description:
Coordinates activities of job placement service for students and graduates. Develops placement office procedures. Establishes workloads, assigns tasks and reviews results. Interviews applicants for employment. Arranges on-campus interviews between employers and graduating students. Requires organizational and verbal skills. Must be able to work effectively with people.

High school courses should include English, public speaking, psychology and math. Master's degree ususally preferred; PH.D degree may be necessary.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except DC, NM, NY and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 166.167-018 | Benefits Manager |
| 166.167-022 | Manager, Compensation |
| 166.167-038 | Port Purser |
| 166.167-046 | Special Ageny |

For related information:
See college list #37, #38
Occupational Outlook Handbook: DOT No. 166.167-014

Council of Student Personnel Associations
C/O Dr. G. W. Jones, Ball State University
Muncie, IN 47306

Director of Placement
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves mostly sitting

Master's Degree
Doctor's Degree

## Duplicating-Machine Operator I

Job Description:

Operates machine to reproduce data or ruled forms on paper from type in flat impression bed or plates on revolving cylinder. Selects type or embossed plate. Loads paper in feed tray and makes adjustment to parts. Starts machine which automatically pushes sheets to where paper is printed. Requires eye-hand coordination and manual-finger dexterity. Must adapt to a routine.

High school subjects should include business math and business courses. High school education or business school preferred.

Through 1985, employment potential for this job will be increasing or stable in most states except ID, ME, MT, NE, NV, NH, ND, OH, OK, SC, SD, TN, TX, VT, VA, and WA.

| D.O.T. No. | Related Jobs |
|---|---|
| 207.682-014 | Duplicating-Machine Operator II |
| 207.137-010 | Chief Clerk, Print Shop |
| 207.685-010 | Braille-Duplicating-Machine Operator |
| 207.685-014 | Photocopying-Machine Operator |

For related information:
Occupational Outlook Handbook: DOT No. 207.682-010

Office and Professional Employees
International Union
265 West 14th Street, Suite 610
New York, NY 10011

Duplicating-Machine Operator I
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves mostly standing

High School Diploma
Business School: 1-2 Years

## Duplicating-Machine Operator II

Job Description:
Operates duplicating machine to print typewritten or handwritten matter directly from master copy. Places master copy on machine drum and blank paper in feed tray. Adjusts machine speed, size of paper and liquid flow to moistening pad. Starts machine that pulls blank sheet across moistening pad and transfers image from master copy onto copy sheet. Requires manual dexterity, eye-hand coordination and the ability to follow verbal and written directions.

High school courses in English, mathematics, typing and office practices helpful. A high school or business school diploma is preferred by employers.

Through 1985, employment potential for this occupation will be increasing or stable in most states except ID, ME, MT, NE, NV, NH, ND, OH, OK, SC, SD, TN, TX, VT, VA and WA.

| D.O.T. No. | Related Jobs |
|---|---|
| 207.682-018 | Offset-Duplicating-Machine Operator |
| 207.137-010 | Chief Clerk, Print Shop |
| 207.658-010 | Braille-Duplicating-Machine Operator |
| 207.685-014 | Photocopying-Machine Operator |

For related information:
Occupational Outlook Handbook: DOT No. 207.682-014

Office & Professional Employees
International Union
265 West 14th Street, Suite 610
New York, NY 10011

Duplicating-Machine Operator II
- Personal Characteristics: Interests
    - Occupation deals with machines/equipment most of the time
    - Occupation involves working primarily with things/objects
    - Occupation requires following specific, set routine
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves mostly standing

High School Diploma
Business School: 1-2 Years

Economist

Job Description:

Plans, designs and conducts research to aid in the interpretation of economic relationships and in the solution of problems arising from the production and distribution of goods and services. Compiles and interprets data, organizing it into report format. Formulates policies, recommendations or plans to assist with variety of economic problems. Requires analytical and organizational ability, clear verbal expression, high intelligence and rationality.

High school courses in mathematics, English, business, and social studies helpful. A Bachelor's degree is required. Master's degree or PH.D is necessary for top positions.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except DC, NM, NY and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 050.067-014 | Market-Research Analyst |
| 051.067-010 | Political Scientist |
| 052.067-022 | Historian |
| 052.067-010 | Biographer |

For related information:
See college list #1, #39
Occupational Outlook Handbook: DOT No. 050.067-010

National Association of Business Economists
78349 Chagrin Boulevard, Suite 201
Cleveland, OH 44122

Economist
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

  - Bachelor's Degree
  - Master's Degree
  - Doctor's Degree

## Employment Research and Planning Director

Job Description:
Directs activities of personnel engaged in compiling, analyzing and presenting data on employment problems, unemployment compensation benefits and labor market activities. Advises legislators on implications of employment and training planning and program activities. Requires organizational, analytical, numerical and verbal abilities. Must be flexible and be able to relate to people.

High school courses should include economics, math and business. Bachelor's degree in economics required; graduate degree should be helpful.

Indications are that through 1985, employment potential for this occupation will be increasing in most states, stable in AK, MA, MI, MN, NJ, NC and OK and decreasing in DC, NM, NY and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 050.067-010 | Economist |
| 050.067-014 | Market-Research Analyst I |
| 051.067-010 | Political Scientist |
| 052.067-010 | Biographer |

For related information:
See college list #1, #39
Occupational Outlook Handbook: DOT No. 050.117-010

National Association of Business Economists
28349 Chargrin Boulevard, Suite 201
Cleveland, OH 44122

Employment Research and Planning Director
- Professional Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
- Physical demands of the occupation
  - Sedentary· Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree
Doctor's Degree

## Engineer, Agricultural

Job Description:
Applies engineering technology and knowledge of biological sciences to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation and processing of agricultural products. Develops criteria for design, manufacture or construction of equipment, structures and facilities. Requires background in engineering, math and biology. Creativity and organizational skills necessary.

High school subjects such as math, science and English should be helpful. Usually requires a Bachelor's degree, but graduate work is becoming increasingly important.

Indications are that through 1985, employment potential for this occupation will be increasing in AZ, CA, FL, HI, ID, IA, MA, NV, NM, OH, OR, RI, WA and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 014.061-014 | Engineer, Marine |
| 013.061-014 | Agricultural-Research Engineer |
| 013.061-018 | Design-Engineer, Agricultural Equipment |
| 013.061-022 | Test Engineer, Agricultural Equipment |

For related information:
See college list #40, #41
Occupational Outlook Handbook: DOT No. 013.061-010

American Society of Agricultural Engineers
2950 Niles Road
P.O. Box 410
St. Joseph, MI 49085

Engineer, Agricultural
- Personal Characteristics, Interests
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

  - Bachelor's Degree
  - Master's Degree
  - Doctor's Degree

Engineer, Ceramic

Job Description:
Conducts research, designs machinery, develops processing techniques and directs technical work concerned with manufacture of ceramic products. Directs testing of materials such as refractories for space vehicles. Designs equipment and appratus for forming, firing and handling products. Requires creativity, organizational ability, a logical mind and ability in engineering and mathematics.

High school courses should include mathematics, art, shop, sciences and English. A Bachelor's degree is required. A Master's degree or PH.D is needed for top positions.

Generally speaking, this occupation seems to be increasing or stable in all states except MA, MO, NE, NJ, NY, ND, PA and RI.

| D.O.T. No. | Related Jobs |
|---|---|
| 007.061-014 | Engineer, Mechanical |
| 006.061-010 | Ceramic Design Engineer |
| 006.061-022 | Ceramics Test Engineer |
| 006.261-010 | Scientific Glass Blower |

For related information:
See college list #40, #42
Occupational Outlook Handbook: DOT No. 006.061-014

Engineers' Council For Professional Development
345 East 47th Street
New York, NY 10017

Engineer, Ceramic
- Personal Characteristics: Interests
    - Occupation requires following specific, set routine
    - Occupation deals with scientific/technical areas
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do arithmetic quickly and accurately
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree
Doctor's Degree

## Engineer, Civil

Job Description:
Plans, designs and directs construction and maintenance of structures and facilities such as railroads, airports, bridges, harbors, channels, dams, irrigation projects, pipelines, power plants, water and sewage systems and waste disposal units. Requires ability to learn and apply basic engineering principles, creativity, a logical mind and mathematical and organizational abilities.

High School courses should include mathematics, physical sciences, mechanical drawing and English. Bachelor's degree required. Master's degree or PH.D need for top jobs.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except DE, NM and RI.

| D.O.T. No. | Related Jobs |
|---|---|
| 005.061-038 | Engineer, Transportation |
| 005.061-010 | Airport Engineer |
| 005.061-018 | Hydraulic Engineer |
| 005.061-030 | Sanitary Engineer |

For related information:
See college list #40, #43
Occupational Outlook Handbook: DOT No. 005.061-014

American Society of Civil Engineers
345 East 47th Street
New York, NY 10017

Engineer, Civil
- Personal Characteristics: Interests
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly

Bachelor's Degree
Master's Degree
Doctor's Degree

## Engineer, Marine

Job Description:
Designs and oversees installation and repair of marine powerplants, propulsion systems, heating and ventilating systems and other mechanical and electrical equipment in ships, docks and marine facilities. Oversees and evaluates operation of equipment during acceptance testing and shakedown cruises. Requires utilization of math and engineering principles. Creativity and a logical mind are also necessary.

High school subjects should include math, the physical sciences and industrial arts. Formal apprenticeship or four-year marine engineering program required.

Through 1985, employment potential for this job will be increasing in CA, CT, DE, FL, KY, LA, ME, MD, MN, MS, MO, NV, NY, OK, RI, SC, VA and WI.

| D.O.T. No. | Related Jobs |
|---|---|
| 013.061-010 | Engineer, Agricultural |
| 014.061-010 | Design Engineer, Marine Equipment |
| 014.061-018 | Research Engineer, Marine Equipment |
| 014.061-022 | Test Engineer, Marine Equipment |

For related information:
See college list #40
Occupational Outlook Handbook: DOT No. 014.061-014

American Institute for Design & Drafting
3119 Price Road
Bartlesville, OK 74003

Engineer, Marine

- Personal Characteristics: Interests
    - Occupation deals with machines/equipment most of the time
    - Occupation involves working primarily with things/objects
    - Occupation requires following specific, set routine
    - Occupation deals with scientific/technical areas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do arithmetic quickly and accurately
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves talking and hearing
    - Involves both standing and sitting fairly equally

Bachelor's Degree

Engineer, Nuclear

Job Description:
Conducts research into problems of nuclear energy systems. Designs and develops nuclear equipment. Monitors testing, operation and maintenance of nuclear reactors. Studies nuclear fuel cycle to define most economical uses of nuclear material and safest means of waste products disposal. Requires intellectual, organizational and math skills, logical mind, imagination and the ability to perceive spatial relationships.

High school courses should include English, physics, math, chemistry, biology and mechinacal drawing. Graduate or PH.D degree usually required.

Opportunities for this occupation rest largely with a person's own talent, determination and luck. Best prospects will be in private industry and goverment agencies.

| D.O.T. No. | Related Jobs |
|---|---|
| 014.061-014 | Engineer, Marine |
| 015.061-010 | Design Engineer, Nuclear Equipment |
| 015.061-018 | Research Engineer, Nuclear Equipment |
| 015.061-022 | Test Engineer, Nuclear Equipment |

For related information:
See college list # 40, #44
Occupational Outlook Handbook: DOT No. 015.061-014

Engineers' Council for Professional Development
345 East 47th Street
New York, NY 10017

Engineer, Nuclear
- Personal Characteristics: Interests
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves both standing and sitting fairly equally

Master's Degree
Doctor's Degree

Equal-Opportunity Representative

Job Description:
Organizes and implements federally funded programs related to equal employment opportunity by providing consultation, encouraging good will between employers and minority communities and evaluating employment practices. Informs minority community on civil rights laws. Assists employers to interpret state and federal laws. Requires verbal and numerical skills, attention to detail and ability to gain knowledge of laws and regulations.

High school courses should include English, History and government. Usually requires some post secondary schooling possibly leading to a degree.

Indications are that through 1985, employment potential for this job will be increasing in most states, stable in AK, MA, MI, MN, NJ, NC and OD and decreasing in DC, NM, NY and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 168.167-054 | Credit and Collection Manager |
| 168.167-010 | Customs Patrol Officer |
| 168.167-018 | Health Officer, Field |
| 168.167-022 | Immigration inspector |

For related information:
See college list #8
Dictionary of Occupational Titles No. 168.167-014

American Association for Affirmative Action
Ball State University
Administration Building
Muncie, IN 47306

Equal-Opportunity Representative
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupatoin requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical damands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Bachelor's Degree

## Facilities Planner

Job Description:
Plans utilization of space and facilities for government agency or unit or business establishment consistent with requirements of organizational efficiency and available facilities and funds. Draws design layout showing location of furniture, equipment, doorways, electrical and telephone outlets and other facilities. Requires ability to visualize spacial relationships. Analytical and organizational skills also necessary.

High school subjects such as math, science and mechanical drawing should be helpful. Some type of specialized technical training usually preferred.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states. Best prospects will be in ND,SC, TX, TN, UT and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 019.267-010 | Writer, Specification |
| 019.261-010 | Biomedical Equipment Technician |
| 019.26k-014 | Estimation and Drafter |
| 019.261-022 | Test Technician |

For related information:
See college list #3, #45
Dictionary of Occupational Titles No. 019.261-018

American Institute of Plant Engineers
1021 Delta Avenue
Cincinnati, OH 45208

Facilities Planner
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Vocational/technical training: 3-5 years
Junior College Associates Degree
Bachelor's Degree

Faculty Member, College or University

Job Description:
Conducts college or university courses for undergraduate or graduate students. Teaches one or more subjects within a prescribed curriculum. Delivers lectures and stimulates class discussions. Compiles and grades exams. Conducts research in particular field and publishes finding. Performs related duties such as advising students. Requires intellectual and organizational ability, interest in people, ability to communicate ideas and clerical detail preception.

High school courses in English, social studies, a language and the sciences helpful. A Master's degree is the minimum requirement. A PH.D and experience needed for advancement.

Through 1985, employment potential for this job is increasing or stable except in AL, AK, AR, CO, DE, FL, HI, ID, IL, IA, KS, KY, LA, ME, MD and MO.

| D.O.T. No. | Related Jobs |
|---|---|
| 090.117-030 | Financial-Aids Officer |
| 090.117-010 | Academic Dean |
| 090.227-014 | Graduate Assistant |
| 909.227-018 | Instructor, Extension Work |

For related information:
See college list #37
Occupational Outlook Handbook: DOT No. 090.227-010

National Education Association
1201 16th Street, NW
Washington, DC 20036

Faculty Member, College or University
Personal Characteristics: Interests
Occupation involves sharing ideas with people
Occupation requires working with and helping people
Occupation requires evaluating and making decisions
Personal Characteristics: Aptitudes Required
Ability to understand and use words effectively
Ability to do arithmetic quickly and accurately
Ability to understand verbal/tabular material
Physical damands of the occupation
Light: Lifting up to twenty pounds
Involves talking and hearing
Involves both standing and sitting fairly equally

Master's Degree
Doctor's Degree

Financial Institution Manager

Job Description:
Manages a branch or office of financial institutions such as a bank, finance company, mortgage banking company, savings and loan association or trust company. Directs activities implementing institution's policies on credit and loans. Establishes procedures for custody and control of assets and records. Develops community relationships. Directs workers through supervisors. Requires organizational, numerical, verbal and analytical skills and ability to relate to people.

High school courses in mathematics, business and English helpful. A Bachelor's degree is the minimum requirement. A Master's degree is recommended for top positions.

Indications are that through 1985, employment potential for this job will be increasing in all states except AK, CA, DE, DC, IA, MI, MN, MO and WV where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 186.117-074 | Trust Officer |
| 186.117-018 | Customs-House Broker |
| 186.117-030 | General Claims Agent |
| 186.117-058 | Real-Estate Agent |

For related information:
See college list #46 #47
Occupational Outlook Handbook: DOT No. 186.117-038

Financial Executives Institute
633 3rd Avenue
New York, NY 10017

Financial Institution Manger
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Financial-Aids Officer

Job Description:
Directs scholarship, grant-in-aid and loan programs to provide financial assistance to students in college. Selects candidates and determines types and amounts of aid. Organizes and oversees student financial counseling activities. Coordinates activities with other staff engated in issuing or collecting student payments. Requires analytical, organizational, verbal and numerical abilities. Must relate to people and be flexible.

High school courses should include English, math and social studies. A Master's degree is required; a PH.D should be useful.

Through 1985, employment potential for this job will be stable in many states and increasing in CA, CO, DE, FL, IL, ME, MI, MN, MS, MT, NE, NV, NJ, NY, NC, ND, OH, OK, OR, SC, TN, TX, UT, VT and VA.

| D.O.T. No. | Related Jobs |
|---|---|
| 090.227-010 | Faculty Member, College or University |
| 090.117-010 | Academic Dean |
| 090.117-014 | Alumni Secretary |
| 090.117-034 | President, Educational Institution |

For related information:
See college list #37
Occupational Outlook Handbook: DOT No. 090.117-030

Council of Student Personnel Associations
C/O Dr. G. W. Jones, Ball State University
Muncie, IN 47306

Financial-Aids Officer

- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves mostly sitting

Master's Degree
Doctor's Degree

Fire Chief

Job Description:
Directs activities of municipal fire department. Directs training of personnel. Evaluates fire prevention and fire control policies. Assumes personal command at multiple alarm fires. Coordinates mutual fire protection plans with surrounding municipalities. Surveys buildings and equipment to estimate needs of the department. Requires organizational, supervisory and verbal skills and the ability to face danger.

High school courses such as English, health and math should be helpful. High school usually required; college course work should be useful.

Generally speaking, employment potential for this occupation will be increasing or stable in all states.

| D.O.T. No. | Related Jobs |
|---|---|
| 373.364-010 | Fire Fighter |
| 373.134-010 | Fire Captain |
| 373.167-010 | Battalion Chief |
| 373.167-014 | Captain, Fire-Prevention Bureau |

For related information:
see colelge list #8, #10 #48, #49
Dictionairy of Occupational Titles No. 373.117-010

International Association of Fire Chiefs
1725 K Street, NW
Washington, DC 20006

Fire Chief
- Personal Characteristics: Interests
    - Occupation deals with people in a business setting
    - Occupation involves hsaring ideas with people
    - Occupation requires working with and helping people
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do arithmetic quickly and accurately
- Physical damands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally
    - Involves considerable walking

    - High School Diploma
    - Junior College Associate Degree
    - Bachelor's Degree

## Fire Fighter

Job Description:
Controls and extinguishes fires, protects life and property and maintains equipment as voulnteer or employee of a city, township or industrial plant. Responds to fire alarms and other emergency calls. Administers first aid to injured persons. Inspects buildings for compliance with fire prevention ordinances. Maintains apparatus and quarters. Requires physical stamina, manual and finger dexterity, eye-hand coordination and a preference for working outdoors.

High school courses in English, shop and physical education helpful. High school diploma required. Must meet local requirements. Junior and senior colleges offer courses.

Generally speaking, this occupation seems to be increasing in all states except AK, ID, MA, NE, NJ, ND, RI, SD, VT, WA, WV and WY, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 373.367-010 | Fire Inspector |
| 373.134-010 | Fire Captain |
| 373.267-014 | Fire Marshal |
| 373.663-010 | Firefighter, Crash, Fire and Rescue |

For related information:
See college list #8, #10, #48, #49
Occupational Outlook Handbook: DOT No. 373.364-010

International Association of Fire Fighters
1750 New York Avenue, NW
Washington, DC 20006

Fire Figher
- Personal Characteristics: Interests
  - Occupation requires working with and helping people
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Physical demands of the occupation
  - Heavy/very heavy: Lifting more than one hundred pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly standing

High School Diploma
Junior College Associate Degree
Bachelor's Degree

Fire Inspector

Job Description:
Inspects premises of industrial plant to detect and eliminate fire hazards. Inspects fire-extinguishing and fire-protection equipment to insure equipment is operable. Prepares reports listing repairs and replacements needed as well as unsafe conditions and practices which might cause fire. Renders first aid in emergencies. Requires organizational skills to gather and evaluate facts. Must be able to acquire knowledge of regulations.

High school courses should include science and health.
High school diploma required.

Generally speaking, this occupation seems to be increasing or stable in all states.

| D.O.T. No. | Related Jobs |
|---|---|
| 373.364-010 | Fire Fighter |
| 373.134-010 | Fire Captain |
| 373.267-014 | Fire Marshal |
| 373.363-010 | Fire Chief's Aide |

For related information:
Occupational Outlook Handbook: DOT No. 373.367-010

National Fire Protection Association
470 Atlantic Avenue
Boston, MA 02210

Fire Inspector
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

High School Diploma

Fire Warden

Job Description:
Administers fire prevention programs. Enforces governmental fire regulations throughout assigned forest and logging areas. Inspects logging areas and forest tracts for fire hazards. Examines and inventories water supplies and firefighting equipment. Prepares report of conditions observed. Requires ability to perform under stress and danger. Must be able to relate with people.

High school courses should include English, Math and biology. Opportunities for employment are better for those with post-secondary school training.

Generally speaking, this occupation seems to be stable in AL, AR, CA, FL, GA, ID, IL, KY, LA, ME, MA, MI, MS, MT, NH, NY, NC, OH, OK, OR, PA, SC, TN, VA and WA.

| D.O.T. No. | Related Jobs |
|---|---|
| 452.364-010 | Forester Aide |
| 452.134-010 | Smoke Jumper Supervisor |
| 452.364-014 | Fire Ranger |
| 452.687-014 | Forest-Fire Fighter |

For related information:
See college list #8, #10, #48, #49, #50

U. S. Department of Agriculture
Forest Service
Washington, DC 20250

Fire Warden
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly standing
  - Involves considerable walking

High School Diploma
Vocational/Technical Training: 1-2 Years
Junior College Associates Degree
Bachelor's Degree

## General Practitioner

Job Description:
Attends to a variety of medical cases in general practice. Examines patients using a stethoscope and other instruments. Orders tests, analyses and X-Rays, analyzing the findings and diagnosing the patient's condition. Prescribes drugs and treatments. Promotes health care. Reports births, deaths and outbreaks of contagious diseases to governmental authorities. Requires verbal and analytical ability, physical stamina and intellect for medical sciences.

High school courses in English, mathematics, the sciences and a language helpful. Successful completion of M.D. degree, examination and residency required for a license.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 070.101-066 | Pediatrician |
| 070.101-926 | Family Practitioner |
| 070.101-042 | Internist |
| 070.101-046 | Medical Officer |

For related information
See college list #15, #51, #52
Occupational Outlook Handbook: DOT No. 070.101-022

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

General Practitioner
- Personal Characteristics: Interests
    - Occupation requires working with and helping people
    - Occupation deals with scientific/technical areas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do arithmetic quickly and accurately
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
    - Ability to understand verbal/tabular material
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
    - Ability to move hands easily/skillfully
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

Doctor's Degree

Group Worker

Job Description:
Organizes and leads groups such as senior citizens, children and adolescents in activities that meet interests of individual members. Develops recreational, physical education and cultural programs. Promotes group work concept of enabling members to develop their own program activities through encouragement and leadership of membership discussions. Requires verbal and organizational skills, concern for others, tact and poise.

High school courses should include English, social studies, biology, psychology and a foreign language. Usually requires a Bachelor's degree; Master's degree helpful.

Indications are that through 1985, employment potential for this job will be increasing or stable in all states except AR, DE and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 195.137-010 | Casework Supervisor |
| 195.167-018 | Camp Director |
| 195.197-034 | Social Worker, Psychiatric |
| 195.267-010 | Eligibility Worker |

For related information:
See college list #8, #13
Occupational Outlook Handbook: DOT No. 195.164-010

Boys' Clubs of America
771 1st Avenue
New York, NY 10017

Group Worker
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required.
    - Ability to understand and use words effectively
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Guard, Security

Job Description:
Guards industrial or commercial property against fire, theft, vandalism and illegal entry. Periodically patrols buildings and grounds of industrial plant, commercial establishment or work site. Inspects equipment for possible tampering. Observes departing personnel to guard against theft. Calls police or fire department if needed. Requires composure in face of danger, motor coordination, manual dexterity for using firearms, honesty and physical stamina.

High school courses in English and mathematics helpful. A high school diploma is preferred. Police department or military experience helpful.

Generally speaking, this occupation seems to be increasing in all states except AK, ID, MA, NE, NY, ND, RI, SD, VT, WA, WV and WY, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 372.667-030 | Gate Tender |
| 372.667-010 | Airline Security Representative |
| 372.667-014 | Bodyguard |
| 372.667-042 | School Bus Monitor |

For related information:
Occupational Outlook Handbook: DOT No. 372.667-034

United Plant Guard Workers of America
25510 Kelly Road
Roseville, MI 48066

Guard, Security
- Personal Characteristics; Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation involves working alone much of the time
  - Occupation requires evaluating and making decisions
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly standing

High School Diploma

## Gynecologist

Job Description:
Diagnoses and treats diseases and disorders of female gental, urinary and rectal organs. Examines patient to determine medical problem using physical and radiological examination findings, laboratory test results and patient's statements as diagnostic aids. Prescribes medication or hygiene regimes or performs surgery as needed. Requires intellectual and verbal abilities, physical stamina and finger dexterity.

High school subjects such as biology, chemistry, physics, math, English and a foreign language should be helpful. Requires an M.D. degree, residency and licensing.

Indications are that though 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 070.101-054 | Obstetrician |
| 070.101-026 | Family Practitioner |
| 070.101-042 | Internist |
| 070.101-086 | Proctologist |

For related information:
See college list #15, #51, #52
Dictionary of Occupational Titles No. 070.101-034

American College of Obstetricians
& Gynecologists
1 East Wacker Drive
Chicago, IL 60601

Gynecologist
  Personal Characteristics: Interests
    Occupation requires working with and helping people
    Occupation deals with scientific/technical areas
    Occupation requires evaluating and making decisions
  Personal Characteristics: Aptitudes Required
    Ability to understand and use words effecitvely
    Ability to do arithmetic quickly and accurately
    Ability to comprehend forms in space
    Ability to perceive details in objects
    Ability to understand verbal/tabular material
    Ability to make precise movements with speed
    Ability to manipulate small objects with fingers
    Ability to move hands easily/skillfully
  Physical demands of the occupation
    Light: Lifting up to twenty pounds
    Involves reaching, handling, feeling
    Involves talking and hearing
    Involves ability to see clearly
    Involves both standing and sitting fairly equally

Doctor's Degree

Judge

Job Description:
Arbitrates disputes advises counsel, jury, litigants or court personnel and administers judicial systems. Establishes rules of procedure. Reads or listens to allegations made by plaintiff. Examines evidence, listens to presentation of case, instructs jury on applicable law and sentences defendent in criminal cases. Requires intellectual, analytical, verbal and persuasive skills. Must relate well to people.

High school subjects such as **English**, social studies and math should be helpful. Requires three years of law school; admission to the bar. Usually experienced lawyers.

Opportunities for this occupation rest largely with a person's own talent, determination and luck.

| D.O.T. No. | Related Jobs |
|---|---|
| 111.107914 | Magistrate |
| 110.167-010 | Bar Examiner |
| 119.107-010 | Hearing Officer |
| 119.167-010 | Adjudicator |

For related information:
COL4 Characteristic 896,897See oollege list #6, #7
Dictionary of Occupational Titles No. 111.107-010

Association of American Law Schools
1 Dupont Circle, NW
Washington, DC 20036

Judge
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves mostly sitting

Doctor's Degree

## Labor Relations Manager

Job Description:
Manages labor relations program of establishment. Analyzes text of collective bargaining agreement and develops interpretation to counsel management in development and application of labor relations policies and practices. Represents management in investigating, answering and settling grievances. Prepares reports. Requires intellectual, organizational, analytical, numerical and verbal abilities. Must relate to people and be flexible.

High school courses should include English, psychology, social studies, business and economics. Bachelor's degree preferred; graduate study often necessary.

Through 1985, employment potential for this job will be increasing in most states, stable in AK, MA, MI, MN, NJ, NC and decreasing in DC, NM, NY and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 166.167-018 | Benefits Manager |
| 166.167-022 | Manager, Compensation |
| 166.167-026 | Manager, Education and Training |
| 166.167-030 | Manager, Employment |

For related information:
See college list #46, #53
Occupational Outlook Handbook: DOT No. 166.167-034

American Society for Personnel Administration
19 Church Street
Berea, OH 44017

Labor Relations Manager
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly sitting

High School Diploma
Bachelor's Degree
Master's Degree

## Launch Commander, Harbor Police

Job Description:
Coordinates activities of crew patrolling municipal harbor to detect and apprehend criminals and render assistance to persons in distress. Assigns stations and duties to crew. Reports navigation hazards, faulty navigation aids and fires or marine accidents to authorities concerned. Requires leadership and the ability to plan, direct and motivate co-workers. Must keep records.

High school courses such as English, math, health and social studies should be helpful. A college education or vocational training should be useful.

Indications are that through 1985, employment potential for this occupation will be decreasing in most states, increasing in CA, DE, FL, HI, LA and MA and stable in NH, NJ, NY, NC, OR, RI, SC, VA and WA.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.167-034 | Police Captain, Precinct |
| 375.167-026 | Harbor Master |
| 375.167-038 | Police Lieutenant, Patrol |
| 375.167-046 | Traffic Lieutenant |

For related information:
See college list #8, #10, #11, #36
Dictionary of Occupational Titles No. 375.167-030

International Association of Chiefs of Police
11 Firstfield Road
Gaithersburg, MD 20760

Launch Commander, Harbor Police
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Medium: Lifting up to fifty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

High School Diploma
Vocational/Technical Training: 1-2 Years
Junior College Associate Degree
Bachelor's Degree

## Lawyer

Job Description:

Conducts criminal and civil lawsuite. Draws up legal documents. Advises clients as to legal rights. Gathers evidence in cases to initiate legal action or formulate a defense. Represents client in court or before quasi-judical or administrative agencies of government. Requires the intellectual ability to absorb and apply legal training, attention to detail, accuracy in complex work and the ability to relate to people.

High school courses in English, social studies, science and mathematics helpful. A J.D. degree usually is required. Must pass bar exam to become member of a state's bar.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except CT, DE and MA.

D.O.T. No. Related Jobs
110.117-010 District Attorney
110.107.014 Lawyer, Criminal
110.117-018 Lawyer, Admiralty
110.167-010 Bar Examiner

For related information:
See college list #6, #7
Occupational Outlook Handbook: DOT No. 110.107-010

Association of American Law Schools
1 Dupont Circle, NW
Washington, DC 20036

Lawyer
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Doctor's Degree

Lawyer, Corporation

Job Description:
Advises corporation concerning legal rights, obligations and privileges. Studies constitution, statutes, decisions and ordinances of quasi-judicial bodies. Examines legal data to determine advisability of defending or prosecuting lawsuit. Requires intellectual, analytical, verbal and persuasive skills. Must relate will to people.

High school subjects such as **English**, history, math and science should be helpful. Requires three years of law school and admission to the bar.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except CT. DE and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 110.117-014 | Attorney, Insurance |
| 110.117-018 | Lawyer, Admiralty |
| 110.117-026 | Lawyer, Patent |
| 110.117-042 | Title Attorney |

For related information:
See college list #6, #7
Occupational Outlook Handbook: DOT No. 110.117-022

Association of American Law Schools
1 Dupont Circle, NW
Washington, DC 20036

Lawyer, Corporation
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves mostly sitting

Doctor's Degree

Lawyer, Probate

Job Description
Specializes in settlement and planning of estates. Drafts wills, deeds of trust and similar documents to carry out estate planning of clients. Probates wills and represents and advises executors and administrators of estates. Requires intellectual and analytical facilities, ability to relate will to people and language and persuasive skills.

High school subjects such as English, history, math and science should be helpful. Requires three years of law school and admission to the bar.

Indications are that through 1985, employment potential for this occupation will be increasing in most states, stable in AK, CA, DC, GA, IL, IN, IA, KS, MD, MS, MO, OR and WV and decreasing in CT, DE and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 110.117-022 | Lawyer, Corporation |
| 110.117-026 | Lawyer, Patent |
| 110.117-034 | Lawyer, Real Estate |
| 110.117-042 | Title Attorney |

For related information:
See college list #6, #7
Occupational Outlook Handbook: DOT No. 110.117-030

American Bar Association, Information Services
1155 East 60th Street
Chicago, IL 60637

Lawyer, Probate
- Personal Characteristics: Interests
  - Occupation Involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal characteristics: Aptitudes required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves mostly sitting

Doctor's Degree

Librarian

Job Description:
Maintains library collections of books, serial publications, documents, audiovisual and other materials. Assists groups and individuals in locating and obtaining materials. Furnishes information on library activities and services. Arranges displays of library materials and issues them for circulation. Performs information searches through library sources. Requires verbal and organizational skills, attention to detail and ability to plan and execute programs.

High school courses in English, history, a language and social studies helpful. A Master's degree is the minimum requirement. A PH.D is necessary for top positions.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in AK, CT, DC, MA, MO and RI.

| D.O.T. No. | Related Jobs |
|---|---|
| 100.167-026 | Librarian, Special Library |
| 100.127-010 | Chief Librarian, Branch or Department |
| 100.167-010 | Audiovisual Librarian |
| 100.267-010 | Acquisitions Librarian |

For related information:
See college list #54, #55
Occupational Outlook Handbook: DOT No. 100.127-014

American Library Association
50 East Huron Street
Chicago, IL 60611

Librarian
Personal Characteristics: Interests
Occupation deals with people in a business setting
Occupation requires working with and helping people
Occupation requires evaluating and making decisions
Personal Characteristics: Aptitudes Required
Ability to understand and use words effectively
Ability to do arithmetic quickly and accurately
Ability to understand verbal/tabular material
Physical demands of the occupation
Involves both standing and sitting fairly equally

Master's Degree
Doctor's Degree

Librarian, Film-Or-Tape

Job Description:
Classifies, catalogs and maintains library of motion-picutre films, photographic slides, video and audio tapes or computer tapes and punch cards. Prepares index cards for file reference. Maintains records of items received, stored, issued and returned. Requires organizational skills and numerical facility. Must be able to relate to people.

High school courses should include English, a foreign language and math. Graduate degree usually required; a PH.D degree should be useful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK, CT, DC, MA, MO and RI.

| D.O.T. No. | Related Jobs |
|---|---|
| 222.367-018 | Expediter |
| 222.367-030 | Floor-Space Allocator |
| 222.367-038 | Magazine Keeper |
| 222.367-050 | Prescription Clerk, Lens-And-Frames |

For related information:
See college list #54, #56
Occupational Outlook Handbook: DOT No. 222.367-026

American Library Association
50 East Huron Street
Chicago, IL 60611

Librarian, Film-Or-Tape
Personal Characteristics: Interests
Occupation deals with people in a business setting
Occupation involves sharing ideas with people
Occupation requires working with and helping people
Occupation requires following specific, set routine
Personal Characteristics: Aptitudes Required
Ability to understand and use words effectively
Ability to understand verbal/tabulary material
Physical demands of the occupation
Light: Lifting up to twenty pounds
Involves reaching, handling, feeling
Involves talking and hearing
Involves ability to see clearly
Involves both standing and sitting fairly equally

Master's Degree
Doctor's Degree

Librarian, Music

Job Description:
Classifies and files musical recordings, sheet music, original arrangements and scores for individual instruments. Selects music for subject matter of program or for specific visual or spoken action. Suggests musical selections to music director. Issues required music to orchestra conductor or other studio personnel. Requires accuracy and attention to detail. Must be able to adapt to routine work.

High school subjects such as music, literature, social sciences and a foreign language should be helpful. Bachelor's degree in music; Master's degree in library science.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK, CT, DC and RI.

| D.O.T. No. | Related Jobs |
|---|---|
| 100.367-018 | Library Technical Assistant |
| 100.367-010 | Biblographer |
| 100.367-014 | Classifier |
| 100.367-026 | Music Librarian, International Broadcast |

For related information:
See college list #54
Dictionary of Occupational Titles No. 100.367-022

Music Educators National Conference
1902 Association Drive
Reston, VA 22091

Librarian, Music
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation deals with machines/equipment most of the time
  - Occupation requires following specific, set routine
- Personal Characteristics: Aptitudes Required
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

## Librarian, Special Library

Job Description:
Manages library of section containing specialized materials for industrial, commercial or governmental organizations or for such insitutuions as schools and hospitals. Selects, orders, catalogs and classifies special collections of technical books, periodicals, catalogs, slides and filmstrips. Orders translation of materials from foreign language into English. Requires accuracy and attention to detail. Must be able to adapt to routine work.

High school subjects such as English, math, foreign languages and the social sciences should be helpful. Master's degree required; PH.D degree may be preferred.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK, CT, DC and RI.

| D.O.T. No. | Related Jobs |
|---|---|
| 100.127-014 | Librarian |
| 100.167-010 | Audiovisual Librarian |
| 100.167-014 | Bookmobile Librarian |
| 100.167-018 | Children's Librarian |

For related information:
See college list #54
Occupational Outlook Handbook: DOT No. 100.167-026

American Library Association
50 East Huron Street
Chicago, IL 60611

Librarian, Special Library
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves both standing and sitting fairly equally

Master's Degree
Doctor's Degree

Library Technical Assistant

Job Description:
Provides information service such as answering questions regarding card catalogs. Assists public in use of bibliographic tools. Performs routine cataloging. Files cards in catalog drawers according to system used. Refers persons requiring professional assistance to librarian. Directs activities of workers. Verifies requested bibliographic information. Requires verbal and numerical abilities, manual dexterity and attention to detail.

High school courses in English, the humanities, psychology and typing helpful. Two-year programs at accredited junior or senior colleges provide training.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except AK, CT, DC and RI.

| D.O.T. No. | Related Jobs |
|---|---|
| 100.367-022 | Music Librarian |
| 100.367-010 | Bibliographer |
| 100.367-014 | Classifier |
| 100.367-026 | Music Librarian, Interinational Broadcast |

For related information:
See college list #10, 12
Occupational Outlook Handbook: DOT No.100.367-018

American Library Association
50 East Huron Street
Chicago, IL 60611

Library Technical Assistant
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Medium: Lifting up to fifty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Junior College Associate Degree
Bachelor's Degree

## Magistrate

Job Description:
Judges civil cases in which damages do not exceed prescribed maximum established by state law and minor misdemeanor cases not involving penitentiary sentences or fines in excess of maximum amount allowed. Conducts preliminary hearings in felony cases to determine if there is cause for further proceedings. Requires intellectual, analytical and verbal abilities. Must relate to people.

High school subjects such as English, math history, and science should be helpful. Requires three years of law school and admission to the bar.

Opportunities for this occupation rest largely with a person's own talent, determination and luck.

| D.O.T. No. | Related Jobs |
|---|---|
| 111.107-010 | Judge |
| 110.167-010 | Bar Examiner |
| 119.117.010 | Appeals Reviewer, Veteran |
| 119.367-010 | Escrow Officer |

For related information:
See college list #6, #7
Dictionary of Occupational Titles No.111-107-014

Association of American Law Schools
1 Dupont Circle, NW
Washington, DC 20036

Magistrate
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves talking and hearing
    - Involves mostly sitting

Doctor's Degree

Mail Carrier

Job Description:
Sorts mail for delivery and delivers it along an established route. Completes delivery forms, collects charges and obtains a signature on receipts for the delivery of specified types of mail. Enters changes of address in route book. Re-addresses mail to be forwarded. Requires reading comprhension,attention to detail, physical stamina and the ability to follow instructions and do routine work.

High school courses in clerical studies helpful. Applicants must be at least eighteen years old and pass written and physical exams. High school diploma recommended.

Generally speaking, this occupation seems to be increasing or stable in most states except AL, LA, MA, MI, NM, OH, PA, PI, SD, IN, WV and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 230.667-010 | Delivered, Outside |
| 230.137-018 | Supervisor, Mail Carriers |
| 230.367-014 | Messenger, Bank |
| 230.667-014 | Telephone-Directory Deliverer |

For related information:
Occupational Outlook Handbook: DOT No. 230.367-010

American Postal Workers Union
817 14th Street, NW
Washington, DC 20005

Mail Carrier
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation deals with machines/equipment most of the time
  - Occupation requires following specific, set routine
- Personal Characteristics: Aptitudes Required
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Medium: Lifting up to fifty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves mostly standing
  - Involves considerable walking

High School Diploma

Meter Reader

Job Description
Reads electric, gas, water or steam consumption meters and records volume used by residential and commercial consumers. Inspects meters and connections for defects, damage and unauthorized connections. Verifies readings and records reasons for fluctuations. Turns service off or on as necessary. Returns route book for billing purposes. Requires verbal, numerical and clerical skills and ability to perform repetitive work.

High school courses should include math and English. Usually requires a High school education.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in AK, IN, KS, MA, MI, MS, MO, NH, NJ, NY, WA, WV, WI and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 209.587-010 | Addresser |
| 209.567-014 | Order Clerk, Food and Beverage |
| 209.567-018 | Routing Clerk |
| 209.584-010 | Braille Transcriber, Hand |

For related information:
Occupational Outlook Handbook: DOT No. 209.567-010

American Gas Association
Personnel Committee
1515 Wilson Boulevard
Arlington, VA 22209

Meter Reader
- Personal Characteristics: Interests
  - Occupation involves working alone much of the time
  - Occupation requires following specific, set routine
- Personal Characteristics: Aptitudes Required
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally
  - Involves considerable walking

High School Diploma

## Microbiology Technologist

Job Description:
Cultivates, isolates and assists in identifying bacteria and other micro-organisms. Performs various bacteriological, mycological, virological and parasitological tests. Examines materials for evidence of disease or parasites. Collects specimens directly from patients or receives materials from human or animal body autopsy. Requires intellectual ability. Must pay attention to detail and like to work in lab setting.

High school subjects such as biology, chemistry and math should be helpful. Usually requires a Bachelor's degree and clinical experience.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 078.261-010 | Chemistry Technologist |
| 078.261-018 | Orthotist |
| 078.261-022 | Prostehetist |
| 078.364-010 | Ultrasound Technologist |

For related information:
See college list #15
Occupational Outlook Handbook: DOT No. 078.261-014

American Society for Microbiology
1913 I Street, NW
Washington, DC 20006

Microbiology Technologist
- Personal Characteristics: Interests
  - Occupation involves working alone much of the time
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to perceive details in objects
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves mostly sitting

Bachelor's Degree
Master's Degree

## Museum Technician

Job Description:
Prepares specimens for museum collections and exhibits. Cleans rock matrix from fossil specimens. Brushes preservatives on specimens. Constructs skeletal mounts of fossil animals. Constructs duplicate specimens. Maintains museum files. Cleans, catalogs, labels and stores specimens. Requires spatial perception, visual activity and accuracy in working to detailed specifications. Must have finger and manual dexterity.

High school subjects such as art, history and biology should be helpful. Usually requires a Bachelor's degree with a major in art history archaeology.

Indications are that through 1985, employment potential for this occupation will be increasing in CA, CT, FL, GA, ID, IL, IN, LA, ME, MD, MA, MI, MN, NJ, PA and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 102.017-010 | Curator |
| 102.117-010 | Supervisor, Historic Sites |
| 102.167-010 | Art Conservator |
| 102.261-010 | Conservation Technician |

For related information:
See college list #1 , #2, #32
Dictionary of Occupational Titles No. 102.381-010

American Historical Association
400 A Street, SE
Washington, DC 20003

Museum Technician
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to perceive details in objects
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Medium: Lifting up to fifty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

## Narcotics Investigator

Job Description:
Investigates and apprehends persons suspected of illegal sale or use of narcotics. Compiles identifying information on suspects charged with selling narcotics. Maintains surveillance of suspects. Selects undercover officer best suited to contact suspect and purchase narcotics. Submits report containing charges and evidence to magistrate. Requires ability to perform under stress and danger, an investigative nature and self-confidence.

High school courses such as English, history, government and psychology should be helpful. High school diploma generally required; college education useful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except VT.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.267-010 | Detective |
| 375.267-022 | Vice Investigator |
| 375.267-030 | Police INspector II |
| 375.267-014 | Detective, Narcotics and Vice |

For related information:
See college list #8, #10, #11, #36
Occupational Outlook Handbook: DOT No. 375.267-018

American Federation of Policy
110 NE 125th Street
North Miami, FL 33161

Narcotics Investigator
- Personal Characteristics: Interests
    - Occupation deals with people in a business setting
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to understand verbal/tabular material
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves mostly standing
    - Involves considerable walking

        High School Diploma
        Junior College Associate Degree
        Bachelor's Degree

Nurse Aide

Job Description:
Assists in care of hospital patients under direction of nursing and medical staff. Answers patient's signal light. Bathes and dresses patient. Serves and collects food trays and feeds patient if necessary. Transports patient to treatment. Cleans rooms. Takes and records temperature, pulse and respiration rates. Requires cleanliness, manual dexterity, good health and the ability to follow instructions and relate to people.

High school courses in mathematics and science helpful. A High school diploma is preferred. Training usually occurs on the job.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 355.674-018 | Orderly |
| 355.354-010 | Physical Therapy Aide |
| 355.667-010 | Morgue Attendant |
| 355.677-014 | Hospital Entrance Attendant |

For related information:
Occupational Outlook Handbook: DOT No. 355.674-014

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

Nurse Aide

- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation deals with machines/equipment most of the time
  - Occupation requires evaluating and making decisions
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves mostly standing

  - Less than High School Diploma
  - High School Diploma
  - Vocational/Technical Training: 1-2 Years

Nurse, General Duty

Job Description:
Renders general nursing care to patients in a hospital, infirmary, sanitarium or similar institution. Prepares equipment and aids physician during treatments and examinations of patients. Administers prescribed medications and treatments. Observes patient, records significant conditions and reactions and notifies supervisor or physician. Requires attention to detail and the ability to learn technical training and to relate to people.

High school courses in mathematics, the sciences and English helpful. Must complete hospital diploma program Associate or Bachelor's degree and pass exam for license.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

D.O.T. No. Related Jobs
075.374-018 Nurse, Private Duty
075.117-022 Director, Nursing Service
075.127-010 Instructor, Psychiatric Aide
075.127-014 Nurse, Consultant

For related information:
See college list #15, #34, #35, #58, #60
Occupational Outlook Handbook: NOT No. 075.374-010

National League for Nursing
10 Columbus Circle
New York, NY 10019

Nurse, General Duty
- Personal Characteristics: Interests
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Medium: Lifting up to fifty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally
  - Involves considerable walking

Vocational/Technical Training: 3-5 Years
Junior College Associate Degree

Bachelor's Degree
Master's Degree

## Nurse Practitioner

Job Description:
Provides general medical care and treatment to assigned patients in clinics, health centers or public health agency. Works with physician. Performs physical examinations and preventative health measures. Orders, interprets and evaluates diagnostic tests. Formulates plan and prognosis and oonfers with physician. Recommends drugs or other forms of treatment. Requires concern for the welfare of others, attention to detail, eye-hand coordination, composure and tact.

High school subjects such as biology, chemistry, health and psychology should be helpful. Requires nursing school and a post-baccalaureate program

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 075.264-014 | Nurse-Midwife |
| 075.117-026 | Director, Occupational Health Nursing |
| 075.121-010 | Nurse, Instructor |
| 075.127-022 | Nurse, Supervisor |

For related information:
See college list #15, #51, #57
Occupational Outlook Handbook: DOT No. 075.264-010

National League for Nursing
10 Columbus Circle
New York, NY 10019

Nurse Practitioner
Personal Characteristics: Interests
Occupation involves sharing ideas with people
Occupation requires working with and helping people
Occupation deals with scientific/technical areas
Occupation requires evaluating and making decisions
Personal Characteristics: Interests
Ability to understand and use words effectively
Ability to do arithmetic quickly and accurately
Physical demands of the occupation
Medium: Lifting up to fifty pounds
Involves reaching, handling, feeling
Involves talking and hearing
Involves ability to see clearly
Involves considerable walking

Master's Degree
Doctor's Degree

Nurse, School

Job Description:
Plans policies, standards and objectives of school health program in cooperation with medical authority and administrative school personnel. Instructs classes in health-related subjects. Establishes nursing policies to meet emergencies. Administers immunizations and maintains health records of students. Works with school personnel and community to meet all-round student health needs. Requires liking for children, good health, tact and judgement.

High school subjects such as biology, chemistry, algebra, psychology and a foreign language should be helpful. Requires nursing, school examiniation and license.

Generally speaking, this occupation seems to be increasing or stable in all states. Best prospects will be in AL, FL, MT, NC, OK, SC, TN and TX.

| D.O.T. No | Related Jobs |
|---|---|
| 075.124-014 | Nurse, Staff, Community Health |
| 075.117-022 | Director, Nursing Service |
| 075.121-010 | Nurse, Instructor |
| 075.127-014 | Nurse, Consultant |

For related information:
See college list #15, #58, #34, #35, #60
Dictionary of Occupational Titles No. 075.124-010

National League for Nursing
10 Columbus Circle
New York, NY 10019

Nurse, School
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation deals with scientific/technical areas
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical demands of the occupations
  - Medium: Lifting up to fifty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Vocational/Technical Training· 3-5 Years
Junior College Associate Degree
Bachelor's Degree
Master's Degree

Nurse, Staff Occupational Health Nursing

Job Description:
Provides nursing service to employees or persons who become ill or suffer an accident on premises of department store, factory or other establishment. Administers first aid to injured persons. Maintains records. Gives information to employees in health education and accident and illness prevention. Visits employees homes to provide nursing care. Requires concern for others, attention to detail, physical stamina and manual dexterity.

High school subjects such as biology, health, psychology, math and English should be helpful. Requires nursing school, examination and license.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 075.374-018 | Nurse, Private Duty |
| 075.117-030 | Director, School of nursing |
| 075.117-034 | Executive Director, Nurses' Association |
| 075.027-010 | Instructor, Psychiatric Aide |

For related information:
See college list #15, #34, #35, #57, #58, #60

National League for Nursing
10 Columbus Circle
New York, NY 10019

Nurse, Staff Occupational Health Nursing
- Personal Characteristics: Interests
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly standing
  - Involves considerable walking

Vocational/Technical Training: 3-5 Years; Junior College Associate Degree; Bachelor's Degree; Master's Degree

## Nurse, Staff, Community Health

Job Description:
Instructs individuals and families in health education and disease prevention in community health agency. Visits homes to determine patient and family needs, develops plant to meet needs and provides nursing services. Refers patients with sound and emotional problems to other community agencies. Teaches home nursing material and child care. Requires physical stamina, warm personality, good judgement, responsibility and the desire to help others.

High school subjects such as biology, chemistry, health and psychology should be helpful. Requires nursing school examination and license. Master's degree for top-level jobs.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 075.124-010 | Nurse, School |
| 075.117-030 | Director, School of Nursing |
| 075.127-010 | Instructor, Psychiatric Aide |
| 075.127-018 | Nurse, Head |

For related information:
See college list #15, #34, #35, #57, #58, #60
Occupational Outlook Handbook: DOT No. 075.124-014

National League for Nursing
10 Columbus Circle
New York, NY 10019

Nurse, Staff, Community Health
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation deals with scientific/technical areas
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
- Physical demands of the occupation
    - Medium: Lifting up to fifty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves considerable walking

    - Vocational/Technical Training: 3-5 Years
    - Junior College Associate Degree
    - Bachelor's Degree
    - Master's Degree

Obstetrician

Job Description:
Treats women during prenatal, natal and postnatal periods. Examines patient to ascertain condition. Determines need for modified diet and physical activities. Periodically examines patient. Delivers infant or performs cesarean section and cares for mother prescribed period of time following childbirth. Requires intellectual and analytical abilities. Must have physical stamina and work long and irregular hours.

High school subjects such as biology, chemistry, physics, math, English and a foreign language should be helpful. Requires an M.D. degree, Residency and licensing.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 070.101-034 | Gynecologist |
| 070.101-038 | Intern |
| 070.101-046 | Medical Officer |
| 070.101-090 | Radiologist |

For related information:
See college list #15 #51, #52
Dictionary of Occupational Titles NO. 070.101-054

American College of Obstetricians & Gynecologists
1 East Wacker Drive
Chicago, IL 60601

Obstetrician

- Personal Characteristics: Interests
    - Occupation requires working with and helping people
    - Occupation deals with scientific/technical areas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do arithmetic quickly and accurately
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
    - Ability to understand verbal/tabular material
    - Ability to make precise movements with speed
    - Ability to manipulate small objects iwth fingers
    - Ability to move hands easily/skillfully
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

Doctor's Degree

## Occupational Therapy Aide

Job Description:
Assists occupational therapist or occupational therapy assistant in an occupational therapy program in hospitals or similar institutions. Performs program support services such as transporting patient, assembling equipment and preparing and maintaining work areas. Requires ability and interest to learn and apply technical training. Must be able to relate to people and care for their welfare.

High school courses such as health, biology, typing and the social sciences will be helpful. High school diploma required. The duration of on-the-job training in hospitals and other health care facilities varies according to the job.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 355.377-014 | Psychiatric Aide |
| 355.677-014 | Hospital Entrance Attendant |
| 355.254-010 | Physical Therapy Aide |
| 355.667-010 | Morgue Attendant |

For related information:
Occupational Outlook Handbook: DOT No. 355.377-010

American Occupational Therapy Association
6000 Executive Boulevard
Rockville, MD 20852

## Obstetrician

- Personal Characteristics: Interests
  - Occupation requires working with and helping people
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

  Doctor's Degree

## Offset-Duplicating-Machine Operator

Job Description:
Operates offset-duplicating machine to reproduce single or multicolor copies of bulletins, schedules, charts and related matter according to oral instructions or stock and layout specifications on job order. Installs printing plate in machine. Regulates ink flow. Selects paper stock. Sets controls and starts machine. Cleans and files plate. Cleans and oils machine. Requires desire and ability to work with machines, finger dexterity and ability to follow instructions.

High school courses in English, mathematics, shop and office practices helpful. A High school or business school diploma is preferred by employers.

Through 1985, employment potential for this jobe will be increasing or stable in most states except ID, ME, MT, NE, NV, NH, ND, OH, OK, SC, SD, TN, TX, VT, VA and WA.

| D.O.T. No. | Related Jobs |
|---|---|
| 207.682-010 | Duplicating-Machine Operator I |
| 207.137-010 | Chief Clerk, Print Shop |
| 207.685-010 | Braille-Duplicationg-Machine Oeprator |
| 207.685-014 | Photocopying-Machine Operator |

For related information:
Dictionary of Occupational Titles No. 207.682-018

Office & Professional Employees
International Union
265 West 14th Street, Suite 610
New York, NY 10011

Offset-Duplicating-Machine Operator
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
- Physical demands of the occupation
  - Light: Lifitng up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves mostly standing

High School Diploma
Business School: 1-2 Years

Paralegal Assistant:

Job Description:
Researches law, investigates facts and prepares documents to assist lawyer. Appraises and inventories personal property for estate planning. Files pleading with court clerk. Prepares affidavits of documents and maintains document file. Delivers subpoenas to witnesses. Requires organizational and analytical abilities. Must be able to grasp legal terminology and possess good reading comprehension.

High school subjects such as English and math should be helpful. College is not necessary, but a two-year training program or Bachelor's degree is usually preferred.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in CT, DE and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 119.187-010 | Title Examiner |
| 119.267-014 | Appeals Referee |
| 119.267-018 | Contract Clerk |
| 119.267-022 | Legal Investigator |

For related information:
See college List #6, #61, #62, #63, #64
Dicitonary of Occupational Titles No. 119.267-026

American Bar Association
1155 East 60th Street
Chicago, IL 60637

Paralegal Assistant

- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

  - High School Diploma
  - Junior College Associate Degree
  - Bachelor's Degree

## Parking Enforcement Officer

Job Description:
Patrols assigned area such as public parking lot or section of city to issue itckets to overtime parking violators. Winds parking meter clocks. Surrenders ticket book at end of shift to supervisor to facilitate preparation of violation records. Requires verbal, clerical and numerical abilities. Must pay attention to detail and possess a temperament to perform repetitive work.

High school subjects should include English, history and physical education. High school education generally perferred; college course helpful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except VT.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.367-010 | Police Officer II |
| 375.167-046 | Traffic Lieutenant |
| 375.363-010 | Border Guard |
| 375.387-010 | Fingerprint Classifier |

For related information:
See college list #8, #10, #11
Occupational Outlook Handbook: DOT No. 375.587-010

American Federation of Police
110 NE 125th Street
North Miami, FL 33161

Parking Enforcement Officer
- Personal Characterictics: Interests
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
- Personal Characterictics: Aptitudes Required
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves mostly standing
  - Involves considerable walking

  - High School Diploma
  - Junior College Assoicate Degree
  - Bachelor's Degree

Parole Officer

Job Description:
Engages in activities related to conditional release of juvenile or adult offenders from correctional institutions. Establishes relationship with offenders. Familiarizes self with offenders' social history. Participates in development of release plan. Provides regular treatment and interviews. Helps parolee secure education and employment. Follows-up progress. Requires sympathetic attitude. Must want to help others solve their problems.

High school courses should include English, social studies and psychology. Bachelor's degree and graduate study in social work strongly recommended.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except CT, DE and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 195.167-026 | Recreation Center Director |
| 195.167-034 | Probation Officer |
| 195.167-022 | Director, Field |
| 195.167-038 | Rehabilitation Center Manager |

For related information:
See college list #8
Dictionary of Occupational Titles No. 195.167-030

American Federation of Police
110 NE 125th Street
North Miami, FL 33161

Parole Office
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves talking and hearing
    - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Patient Agent

Job Description:
Prepares and presents patent application to U.S. patent office and in patent courts according to patent law and filing procedures must be registered by U.S. patent office. Cannot practice law or appear in other courts. Requires intellectual, analytical and verbal skills, writing facility, accuracy for complex, detailed work, persuasiveness and the ability to relate to people.

High school subjects such as English, math and social studies should be helpful. Usually requires a PH.D. degree.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in CT, DE and MA.

D.O.T. No. Related Jobs
119.267-010 Paralegal Assistant
119.167-010 Adjucator
119.167-018 Title Supervisor
119.267-010 Abstractor

For related information:
See college list #46, #65
Dictionary of Occupational Titles No. 119.167-014

American Bar Association, Information Services
1155 East 60th Street
Chicago, IL 60637

Patent Ageny
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly sitting

Doctor's Degree

Pediatrician

Job Description:
Plans and carries out medical care program for children from birth through adolescence to aid in mental and physical growth and development. Examines patients to determine presence of disease and to establish preventive health practices. Ascertains nature and extent of disease or injury and prescribes and administers medications and immunizations. Requires intellectual and analytical abilities. Must be able to work long, irregular hours.

High school subjects such as biology, chemistry, physics, math, English and a foreign language should be helpful. Requires an M.D. degree, residency and licensing.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 070.101-054 | Obstetrician |
| 070.101-026 | Family Practitioner |
| 070.101-074 | Physician, Head |
| 070.101-090 | Radiologist |

For related information:
See college list #51, #15, #52
Dictionary of Occupational Titles No. 070.101-066

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, IL 60204

Pediatrician
- Personal Characteristics: Interests
  - Occupation requires working with and helping people
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabulary material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Doctor's Degree

Pharmacist

Job Description:
Compounds and dispenses medications following prescriptions issued by authorized medical practitioners. Advises self-diagnosing and self-medicating patients. Dispenses non-prescription medication. Advises physicians on potential drug interactions or adverse reactions and on relevant elements of patient's history. Maintains supply of drugs and chemicals. Requires attention to detail, numerical and verbal ability and form perception.

High school courses in mathematics, the sciences and English helpful. Successful completion of Bachelor's degree, state board exam and internship required for a license.

Indications are that through 1985, employment potential for this occupation will be increasing in CA, CO, FL, GA, IN, MA, MI, NE, NJ, NY, NC, OR, SC, UT, VA, WA, WV, and WI.

D.O.T. o. Related Jobs
074.387-010 Pharmacy Helper
070.107-010 Allergist-Immunologist
073.061-034 Veterinary Pharmacologist
074.381-010 Pharmacist Assistant

For related information:
See college list #15, #66
COL4 Characteristic 852,872
Careers: Same Title
Job Lab 2.
Occupational Outlook Handbook: DOT No. 074.161-010

American Association of Colleges of Pharmacy
4630 Montgomery Avenue, Suite 201
Bethesda, MD 20014

Pharmacist

- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to perceive details in objects
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves mostly standing

Bachelor' Bachelor's Degree
Doctor's Degree

Photographic-Machine Operator

Job Description:
Tends equipment that photographs original documents and records such as deeds, bills and checks. Loads equipment with film. Feeds records into feed rolls that carry material past camera lens to be photographed or positions records on table beneath camera lens. Requires a willingness to follow instructions, ability to work with machines and the ability to do routine and repetitive work.

High school courses in office practices and English helpful. A high school or business school diploma is preferred by employers.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except ID, ME, MT, NE, NV, NH, ND, OH, OK, SC, SD, TN, TX, VT, VA and WA.

| D.O.T. No. | Related Jobs |
|---|---|
| 207.682-018 | Offset-Duplicating-Machine Operator |
| 207.137-010 | Chief Clerk, Print Shop |
| 207.685-010 | Braille-Duplicating-Machine Operator |
| 207.685-018 | Photographic-Machine Operator |

For related information:
Dictionary of Occupational Titles No. 207.685-018

Photographic Industry Council
Eastman Kodak
343 State Street
Rochester, NY 14650

Photographic-Machine Operator
- Personal Characteristics: Interests
    - Occupation deals with machines/equipment most of the time
    - Occupation involves working primarily with things/objects
    - Occupation requires following specific, set routine
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves mostly standing

Bachelor's Degree

## Photographic-Machine Operator

Job Description:
Tends equipment that photographs original documents and records such as deeds, bills and checks. Loads equipment with film. Feeds records into feed rolls that carry material past camera lens to be photographed or positions records on table beneath camera lens. Requires a willingness to follow instructions, ability to work with machines and the ability to do routine and repetitive work.

High School courses in office practices and English helpful. A high school or business school diploma is preferred by employers.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except ID, ME, MT, NE, NV, HG, ND, OH, OK, SC, SD, TN, TX, VT, VA and WA.

| D.O.T. No. | Related Jobs |
|---|---|
| 207.682-018 | Offset-Duplicating-Machine Operator |
| 207.137-010 | Chief Clerk, Print Shop |
| 207.685-010 | Braille-Duplicating-Machine Operator |
| 207.685-018 | Photographic-Machine Operator |

For related information:
Dictionary of Occupational Titles No. 207.685-018

Photographic Industry Council
Eastman Kodak
343 State Street
Rochester, NY 14650

Photographic-Machine Operator
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves mostly standing

Bachelor's Degree

## Physical Education Instructor

Job Description:
Instructs sutdents in physical education activities in educational institution. Teaches individual and team sports using knowledge of sports techniques and physical capabilities of students. Organizes, leads, instructs and referees indoor and outdoor games. Teaches and demonstrates use of gymnastic apparatus. Requires intellectual ability. Must be able to deal with a variety of personalities and possess physical strength.

High school subjects such as physical education, health, biological and physical sciences, math and English should be helpful. Bachelor's degree minimum; Master's degree preferred.

Generally speaking, this occupation seems to be increasing or stable in most states. Best prospects will be in AL, FL, MT, NC, OH, OK, SC, TN and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 099.327-010 | Teacher Aide I |
| 099.117-108 | Principal |
| 099.167-022 | Educational Specialist |
| 099.223-010 | Instructor, Driving |

For related information:
See college list #37, #67
Dictionary of Occupational Sitles No. 099.224-010

International Council on Health, Physical
Education & Recreation
1201 16th Street, NW
Washington, DC 20036

Physical Education Instructor
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
  - Ability to coordinate hand/foot with visual stimuli
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally
  - Involves considerable walking

  - Bachelor's Degree
  - Master's Degree

## Physicist

Job Description:
Conducts research into phases of physical phenomena such as the structure of matter or the relationships between energy and matter. Develops theories and laws based on observation and experiments. Devises methods to apply laws and theories of physics to industry, medicine and other fields. Expresses observations and conclusions in mathematical terms. Requires an aptitude for science and mathematics. Must have an inquisitive mind, imagination and a skill for detailed work.

High school courses in mathematics, chemistry, physics, a foreign language and English helpful. A Bachelor's degree is required. Usually a Master's Degree or PH.D. is needed.

Indications are that through 1985, employment potential for this job will be increasing in AL, AZ, CA, CT, FL, GA, HI, IN, IA, KS, LA, MD, MS, NM, RI, VA, and WA.

| D.O.T. No. | Related Jobs |
|---|---|
| 021.067-010 | Astronomer |
| 023.067-014 | Physicist, Theoretical (580) |
| 024.061-014 | Geodesist |
| 024.061-034 | Hydrologist |

For related information:
See college list #4, #68
Occupational Outlook Handbook: DOT No. 023.061-014

American Institute of Physics
335 East 45th Street
New York, NY 10017

Physicist
- Personal Characteristics: Interests
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
  - Ability to differentiate colors
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree
Doctor's Degree

Physicist, Theoretical

Job Description:
Designs, conceives and interprets experiments in physics and forumlates theories consistent with data obtained. Analyzes results of experiments designed to detect and measure previously unobserved physical phenomena. Applies mathematical methods to solution of physical problems. Requires intellectual and inventive abilities. Must be able to organize and analyze as well as deal with symbols and abstract concepts. Good math skills necessary.

High school subjects such as math, physics and chemistry should be helpful. Graduate training is almost essential; a PH.D. for faculty status or research.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in NH, NJ, NY, NC, ND, TX, WI and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 023.061-014 | Physicist |
| 023.061-010 | Electro-Optical Engineer |
| 022.261-010 | Chemical-Laboratory Technician |
| 022.281-018 | Laboratory Tester |

For related information:
See college list #4, #68
Occupational Outlook Handbook: DOT No. 023.067-010

American Institute of Physics
335 East 45th Street
New York, NY 10017

Physicist, Theoretical
- Personal Characteristics: Interests
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree
Doctor's Degree

## Police Captain, Precinct

Job Description:
Directs and coordinates activities of members of police force assigned to precinct or patrol division. Explains general orders, special messages and decisions of police chief to subordinates. Submits report on condition of precinct or police station house and equipment to superiors. Investigates charges of inefficiency and neglect of duty against force members. Requires ability to organize and carry out policies and to motivate and maintain harmony among others.

High school courses such as English government, social studies and math should be helpful. A high school diploma is usually required; college course work useful.

Through 1985, employment potential for this job will be good in CA, DC, FL, IL, NH, NM, NY, NC, OH, OK, PA, RI, SC, TN, TX, UT, VA, WA and WI.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.167-030 | Launch Commander, Harbor Police |
| 375.167-022 | Detective Chief |
| 375.167-038 | Police Lieutenant, Patrol |
| 375.167-046 | Traffic Lieutenant |

For related information:
See college list #8, #10, #11, #36
Occupational Outlook Handbook: DOT No. 375.167-034

International Association of Chiefs of Police
11 Firstfield Road
Gaithersburg, MD 20760

Police Captain, Precinct
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

High School Diploma
Junior College Associate Degree
Bachelor's Degree

## Police Inspector I

Job Description:
Inspects police stations and examines personnel and case records. Insures that police personnel conform to prescribed standards of appearance, conduct and efficiency. Prepares reports concerning discipline and the condition of the force. Submits report to superiors and recommends disciplinary action or changes in rules governing activities of the force. Requires ability to acquire knowledge of laws and regulations. Must be able to talk with people at all levels.

High school courses such as English, government and math should be helpful. High school diploma and some college education useful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except VT.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.267-022 | Vice Investigator |
| 375.267-010 | Detective |
| 375.267-014 | Detective, Narcotics and Vice |
| 375.267-030 | Police Inspector II |

For related information:
See college list #8, #10, #11, #36

International Association of Chiefs of Police
11 Firstfield Road
Gaithersburg, MD 20760

Police Inspector I
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

High School Diploma
Junior College Associate Degree
Bachelor's Degree

## Police Officer I

### Job Description
Patrols assigned beat on foot, motorcycle, patrol car or on horseback to control traffic, prevent crime or disturbance of peace and arrests violators. Familiarizes self with beat and its inhabitants. Watches for suspicious persons and establishments. Renders first aid at accidents. Issues traffic tickets. Files daily activity report. Requires self-confidence and ability to work under stress, relate to people and learn about laws.

High school courses in physical education, English and American history helpful. A high school diploma is required. Junior or senior college training helpful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except VT.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.263-018 | State-Highway Police Officer |
| 375.167-046 | Traffic Lieutenant |
| 375.227-010 | Police-Academy Instructor |
| 375.263-010 | Accident-Prevention-Squad Police Officer |

For related information:
See college list #8, #10, #11, #36
Occupational Outlook Handbook: DOT No. 375.263-014

International Conference of Police Associations
1239 Pennsylvania Avenue, SE
Washington, DC 20003

Police Officer I
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Medium: Lifting up to fifty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

High School Diploma
Junior College Associate Degree
Bachelor's Degree

## Police Officer II

Job Description:
Guards female and juvenile persons detained at police station house or detention room pending hearing, return to parents or transfer to penal institution. Responsible for inmates care while incarcerated. Investigates case and background of first offenders andmakes recommendations to magistrate concerning disposition of case. Requires verbal and organizational skills and ability to learn about laws and investigative methods and to perform under stress.

High school courses in physical education, English and American history helpful. A high school diploma is required. Junior or senior college training helpful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except VT.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.267-022 | Investigator, Vice |
| 375.267-030 | Police Inspector II |
| 375.363-010 | Border Guard |
| 375.387-010 | Fingerprint Classifier |

For related information:

See college list #8, #10,#11,#36
Occupational Outlook Handbook: DOT No. 375.367-010

International Conference of Police Associations
1239 Pennsylvania Avenue, SE
Washington, DC 20003

Police Officer II
- Personal Characteristics: Interests
    - Occupation deals with people in a business setting
    - Occupation involves sharing ideas with people
    - Occupational requires working with and helping people
    - Occupation requires following specific, set routine
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to understand verbal/tabular material
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly

High School Diploma
Junior College Associate Degree
Bachelor's Degree

## Postmaster

Job Description:
Coordinates activities of workers engaged in postal and related work in assigned post office. Organizes and supervises the processing of incoming and outgoing mail, issuing and cashing money orders, selling stamps, bonds and certificates and collecting box rents. Resolves customer complaints. Informs public of postal laws and regulations. Requires numerical and verbal skills and leadership ability.

High school courses should include English, math and business. Usually requires graduation from high school and passing an examination.

Through 1985, employment potential for this job will be decreasing in most states, stable in CA, CT, GA, ID, NV, OR and SC and increasing in AZ, AR, DE, DC, LA and MD.

| D.O.T. No. | Related Jobs |
|---|---|
| 188.167-102 | Traffic-Safety Administrator |
| 188.167-034 | Director, Safety Council |
| 188.167-062 | Park Superintendent |
| 188.167-074 | Revenue Officer |

For related information:
Occupational Outlook Handbook: DOT No. 188.167-066

National Association of Postmasters of the United States
490 L'Enfant Plaza East, SW
Washington, DC 20024

Postmaster
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

High School Diploma

Power-Reactor Operator

Job Descirption:
Controls nuclear reactor that produces steam for generation of electric power. Coordinates operation of auxiliary equipment. Starts and shuts down reactor and regulates flux level, reactor, period, coolant temperature and rate of flow within reactor. Requires ability to understand and apply mechanical principles and technical data. Must be able to adapt to changing situations.

High school subjects should include math, physics, machine shop and drafting. High school graduation desirable.

Opportunities for this occupation rest largely with a person's own talent, determination and luck.

| D.O.T. No. | Related Jobs |
|---|---|
| 952.362-026 | Substation Operator (LT., HT., PR.) |
| 952.362-034 | Switchboard Operator |
| 952.362-042 | Turbine Operator |
| 952.362-010 | Auxiliary-Equipment Operator |

For related information:
Dictionary of Occupational Titles No. 952.362-022

National Institute for Licensing of Power Engineers
176 West Adams Street, Suite 1914
Chicago, IL 60603

Power-Reactor Operator
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Medium: Lifting up to fifty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly standing

High School Diploma

## Private Investigator

Job Description:
Conducts Private investigations to locate missing persons, obtain confidential information and solve crimes. Conducts surveillance of suspects using binoculars and cameras. Investigates individual's background to obtain data on character, financial status and personal history. Writes reports of investigation for clients or police authorities. Requires ability to learn laws and investigative methods. Must possess verbal and analytical ability, confidence and strength.

High school courses such as English, business and social studies should be helpful. High school diploma and college education useful.

Generally speaking, employment potential for this occupation seems to be increasing or stable in all states.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.367-010 | Police Officer II |
| 376.267-010 | Investigator, Cash Shortage |
| 376.267-014 | Investigator, Fraud |
| 376.267-022 | Shopping Investigator |

For related information:
See college list #8, #10, #11
Job Lab 2.
Livelyhoods: Public Services
Dictionary of Occupational Titles No. 376.267-018

American Federation of Police
110 NE 125th Street
North Miami, FL 33161

Private Investigator
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

High School Diploma
Business School: 1-2 Years
Junior College Associate Degree
Bachelor's Degree

## Probation Officer

Job Description:
Engages in activities related to probation of juvenile or adult offenders. Determines which juvenile cases fall withing jurisdiction of court and which should be adjusted informally or referred to other agencies. Conducts pre-hearing or pre-sentence investigations. Prepares social history for court. Suggests plan of treatment. Follows-up progress. Requires intellectual, organizational and verbal skills. Must be able to work with people.

High school courses should include as many social science and foreign language courses as possible. Bachelor's degree required; Master's degree preferred.

Indications are that through 1985, employment potential for this job will be increasing or stable in most states. Opportunities will be greatest in FL and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 195.167-018 | Camp Director |
| 195.167-030 | Parole Officer |
| 195.167-022 | Director, Field |
| 195.167-038 | Rehabilitation Center Manager |

For related information:
See college list #8
Dictionary of Occupational Titles No. 195.167-034

Contact, Inc.
P.O. Box 81826
Lincoln, NE 68501

Probation Officer
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

## Program Aide, Group Work

Job Description:
Leads informal group work activities as directed by agency program staff. Plans program details to meet needs and interests of individuals such as arts, crafts and dramatics. Demonstrates techniques for active sports, group dances and games. Helps develop new skills and interests. Requires ability to learn crafts and teaching techniques. Must be able to communicate ideas and relate to people.

High school education should include art, music, drama and physical education. Usually requires a Bachelor's degree in social work.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR, DE, and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 195.227-014 | Recreation Leader |
| 195.267-010 | Eligibility Worker |
| 195.267-014 | Human Relations or Drug and Alcohol Counselor |
| 195.367-014 | Management Aide |

For related information:
See college list #8, #13
Occupational Outlook Handbook: DOT No. 195.227-010

National Educational Association
1201 16th Street, NW
Washington, DC 20036

Program Aide, Group Work
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occuption requires working with and helping people
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to coordinate hand/foot with visual stimuli
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree

## Psychiatric Aide

Job Description:
Assists mentally ill patients working under direction of nursing and medical staff. Accompanies patients to and from wards for examination and treatment. Assists patients in becoming accustomed to hospital routine. Encourages them to participate in social and recreational activities. Observes patients to detect unusual behavior, restraining them if necessary. Requires patience, strength and stability under pressure.

High school courses such as **English**, health and biology should be helpful. High school diploma usually preferred.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 355.377-010 | Occupational Therapy Aide |
| 355.354-010 | Physical Therapy Aide |
| 355.677-014 | Hospital Entrance Attendant |
| 355.687-010 | Clothes-Room Worker |

For related information:
Occupational Outlook Handbook: DOT No. 355.377-014

Mental Health Association
1800 North Kent Street
Arlington, VA 22209

Psychiatric Aide
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation deals with machines/equipment most of the time
  - Occupation requires evaluating and making decisions
- Physical demands of the occupation
  - Heavy/very heavy: Lifting more than one hundred pounds
  - Involves talking and hearing
  - Involves mostly standing

  - Less than High School Diploma
  - High School Diploma

## Psychiatrist

Job Description:

Studies, diagnoses and treats mental, emptional and behavioral disorders. Organizes data concerning patient's family, personal history and onset of symptoms. Determines patient's general physical condition. Treats or directs treatment of patient using somatic, group and milieu therapy and a variety of psychoterapeutic methods and medications. Requires intellectual and verbal abilities. Must be compassionate and supportive.

High school subjects such as biology, chemistry, math, psychology, English and a foreign language should be helpful. Requires M.D. Degree, residency and licensing.

Indications are that through 1985, employment potential for this occupation will be increasing in all states excpet AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 070.101-050 | Neurologist |
| 070.101-042 | Internist |
| 070.101-074 | Physician, Head |
| 070.107-010 | Allergist-Immunologist |

For related information:
See college list #15, #51, #52
Dictionary of Occupational Titles No. 070.107-015

American Psychiatric Association
1700 18th Street, NW
Washington, DC 20009

Psychiatrist
- Personal Characteristics: Interests
  - Occupation requires working with and helping people
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Doctor's Degree

Psychologist, Clinical

Job Description:
Diagnoses or evaluates mental and emotional disorders of individuals and administers programs of treatment. Interviews patients in clinics, hospitals, prisons and other insittutions and studies medical and social case histories. Administers and interprets psychological tests to diagnose disorders and formulate plans of treatment. Requires intellectual, verbal and organizational abilities and compassion for people.

High school subjects such as psychology, biology, social studies, math and English should be helpful. A PH.D degree is usually the minimum requirement.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

D.O.T. No. Related Jobs
045.107-034 Psychologist, School
045.107-014 Counselor, Nurses' Association
045.107-030 Psychologist, Industrial-Organizational
045.107-030 Psychologist, Industrial-Organizational

For related information:
See college list #31
Occupational Outlook Handbook: DOT No. 045.107-022

Mental Health Association
1800 North Kent Street
Arlington, VA 22209

Psychologist, Clinical
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Doctor's Degree

Psychologist, Developmental

Job Description:
Investigates problems concerning growth and development of emotional, mental, physical and social aspects of individuals to increase understanding of origins of behavior and processes of human growth and decline. Studies behavior of infants and children. Administers intelligence and performance tests. Requires intellectual and analytical abilities. Must like to work with young children.

High school subjects such as psychology, biology, social studies, math and English should be helpful. A PH.D degree is usually the minimum requirement.

Indications are that through 1985, employment potential for this occupation will be increasing or stable. Best prospects will be in FL and NC.

D.O.T. No. Related Jobs
045.061-018 Psychologist, Experimental
045.061-014 Psychologist, Engineering
045.107-018 Director of Counseling
045.107-026 Psychologist, Counseling

For related information:
See college list #31, #69
Occupational Outlook Handbook: DOT No. 045.061-010

Department of Health, Education and Welfare
National Institute of Mental Health
5600 Fishers Lane
Rockville, MD 20852

Psychologist, Developmental
Personal Characteristics: Interests
Occupation involves sharing ideas with others
Occupation deals with scientific/technical areas
Occupation allows creativity and development of ideas
Occupation requires evaluating and making decisions
Personal Characteristics: Aptitudes Required
Ability to understand and use words effectively
Ability to do arithmetic quickly and accurately
Ability to comprehend forms in space
Physical demands of the occupation
Light: Lifting up to twenty pounds
Involves talking and hearing
Involves ability to see clearly
Involves both standing and sitting fairly equally

Doctor's Degree

Psychologist, Educational

Job Description:
Investigates processes of learning and teaching and develops psychological prinicples and techniques to foster intellectual, social and emotional development. Analyzes student needs, motivation in learning and nature and causes of individual differences. Formulates tests to aid teachers in planning methods and content of instruction. Requires concern for students and the desire to work in a school setting.

High school subjects such as psychology, biology, social studies, math and English should be helpful. A PH.D is usually the minimum requirement.

Indications are that through 1985, employment potential for this job will be increasing or stable best prospects will be in AL, FL. MT. NC. OH, OK, SC, TN and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 045.067-014 | Psychologist, Social |
| 045.067-018 | Psychometrist |
| 045.107-014 | Counselor, Nurses' Association |
| 045.107-030 | Psychologist, Industrial-Organizational |

For related information:
See college list #31, 37, #38
Occupational Outlook Handbook: DOT No. 045.067-010

Department of Health, Education and Welfare
National Institute of Mental Health
5600 Fishers Ln.
Rockville, MD 20852

Psychologist, Educational
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do arithmetic quickly and accurately
  - Ability to comprehend forms in space
- Physical demands of the occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Doctor's Degree

## Psychologist, Experimental

Job Description:
Plans, designs, conducts and analyzes results of experiments to study problems in psychology. Formulates hypotheses and experimental designs to investigate problems of perception, memory, learning, personality and cognitive processes. Analyzes tests results and evaluates ability and the desire to work in a laboratory setting.

High school subjects such as psychology, biology, social studies, math and English should be helpful. A PH.D degree is usually the minimum requirement.

Indications are that through 1985, employment potential for this job will be increasing or stable in all states. Best prospects will be in FL and NC.

| D.O.T. No. | Related Jobs |
|---|---|
| 045.061-010 | Psychologist, Developmental |
| 045.061-014 | Psychologist, Engineering |
| 045.067-018 | Psychometrist |
| 045.107-018 | Director of Counseling |

For related information:
See college list #31, #70
Occupational Outlook Handbook: DOT No. 045.061-018

Department of Health, Education and Welfare
National Institute of Mental Health
5600 Fishers Lane
Rockville, MD 20852

Psychologist, Experimental

- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation deals with scientific/technical areas
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes required
    - Ability to understand and use words effectively
    - Ability to do arithmetic quickly and accurately
    - Ability to comprehend forms in space
- Physical demands of the occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

Doctor's Degree

Psychologist, School

Job Description:
Evaluates needs of averagel gifted, handicapped and distrubed children within educational system and plans and carries out programs to enable children to attain maximum achievement and adjustment. Plans special placement or other treatment programs. Requires intellectual ability and organizational skills. Must possess compassion as well as tact.

High school subjects such as psychology, science, math, social studies and a foreign language should be helpful. PH.D degree is usually the minimum requirement.

Generally speaking, this occupation seems to be increasing or stable in all states. Best prospects will be in AL, FL, MT, NC, OH, OK, SC, TN and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 045.107-022 | Psychologist, Clinical |
| 045.107-014 | Counselor, Nurses' Association |
| 045.107-018 | Director of Counseling |
| 045.107-030 | Psychologist, Industrial-Organizational |

For related information:
See college list #31, #37, #38
Occupational Outlook Handbook: DOT No. 045.107-034

Department of Health, Education and Welfare
National Institute of Mental Health
5600 Fishers Lane
Rockville, MD 20852

Psychologist, School
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
- Physical demands of the occupation
    - Sedentary: Lifting ten pounds
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

Doctor's Degree

## Psychologist, Social

Job Description:
Investigates psychological aspects of human interrelationships to gain understanding of individual and group thought, feeling and behavior. Uses behavioral, experimentation or survey techniques. Conducts surveys and polls to predict economic and political behavior. Requires intellectual ability, rationality, inventiveness, analytical mind and organization. Must have high verbal skills.

High school subjects such as psychology, biology, social studies, math and English should be helpful. A Ph.D. degree is usually the minimum requirement.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in AL, AR, DE, and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 045.067-010 | Psychologist, Educational |
| 045.067-018 | Psychometrist |
| 045.061-014 | Psychologist, Engineering |
| 045.107-018 | Director of Counseling |

For related information:
See College List #31
Occupational Outlook Handbook: DOT No. 045.067-014

Department of Health, Education & Welfare
National Institute of Mental Health
5600 Fishers Lane
Rockville, MD 20852

Psychologist, Social
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to comprehend forms in space
- Physical demands of the occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

  Doctor's Degree

## Public Health Educator

Job Description:
Plans, organizes and directs health education programs for group and community needs. Ascertains health needs, develops health goals and determines availability of professional health services. Prepares and distributes educational and informational materials. Promotes health discussions in schools, industry and community agencies. Requires intellectual ability. Must relate to people well.

High school subjects such as health, science, English and sociology should be helpful. Usually requires college training.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR, DE, and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 079.101-022 | Podiatrist |
| 079.117-010 | Emergency Medical Services Coordinator |
| 079.117-018 | Sanitarian |
| 079.157-010 | Hypnotherapist |

For related information:
See College List #8 , #15
Dictionary of Occupational Titles No. 079.117-014

Society for Public Health Education
655 Sutler Street
San Francisco, CA   94102

Public Health Educator
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree

## Research Worker, Social Welfare

Job Description:
Plans, organizes and conducts research for use in understanding social problems and for planning and carrying out social welfare programs. Constructs and tests methods of data collection. Interprets methods employed and findings to individuals within agency and community. Requires ability to apply investigative procedures, good verbal and written expression and concern for the welfare of others.

High School subjects such as sociology, psychology, statistics, and English should be helpful. A Master's degree is usually the minimum requirement.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AR, DE, and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 054.067-014 | Sociologist |
| 051.067-010 | Political Scientist |
| 052.067-010 | Biographer |
| 052.167-010 | Director, Research |

For related information:
See College List #8, #13
Dictionary of Occupational Titles No. 054.067-010

Institute for Social Research
426 Thompson Street
Ann Arbor, MI 48104

Research Worker, Social Welfare
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation deals with scientific/technical areas
    - Occupation allows creativity and development of ideas
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do Arithmetic quickly and accurately
    - Ability to comprehend forms in space
- Physical Demands of the Occupation
    - Sedentary: Lifting ten pounds
    - Involves talking and hearing
    - Involves both standing and sitting fairly equally

Master's Degree
Doctor's Degree

Servicer, Street-light

Job Description:
Maintains and repairs mercury-vapor, flourescent, electric-arc, or incandescent street lights and traffic signals. Test circuits and electric components to locate grounded wires, broken connections, or defective current-control mechanisms. Replaces blown fuses or bulbs, faulty transformers and photo-electric timers. Requires willingness to work at heights and ability to learn and apply craft skills.

High School courses should include math and electronics. Employers prefer to hire High School or Vocational School graduates.

Through 1985, employment potential for this job will be decreasing in most states, stable in AL, CT, IL, IN, KY, MA, MN, MS, MO, NH, NJ, NM, NY, OH, OK, PA, SC, TX, VT, VA, AND WI, and increasing in CA.

| D.O.T. No. | Related Jobs |
|---|---|
| 824.261-010 | Electrician |
| 824.281-014 | Electric-Distribution Checker |
| 824.281-018 | Neon-Sign Servicer |
| 824.683-010 | Night-Patrol Inspector |

For related information:
Dictionary of Occupational Titles No. 824.381-010

National Electrical Contractors Association
7315 Wisconsin Avenue
Washington, DC 20014

Servicer, Street-light
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to do Arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
  - Ability to coordinate hand/foot with visual stimuli
- Physical Demands of the Occupation
  - Involves climbing, balancing, kneeling, stooping, crawling
  - Involves reaching, handling, feeling
  - Involves mostly standing

Less than High School Diploma
High School Diploma
Vocational/Technical Training: 1 - 2 years

## Social Worker, Medical

Job Description:
Aids patients and their families with personal and environmental difficulties by helping them to obtain maximum benefits from medical care. Works with doctor and health team to understand various factors underlying patient's health problem. Helps patient and family to follow recommendations. Provides services to restore patient to health adjustment. Requires organizational and verbal skills and concern for others.

High School courses should include English a foreign language, math, chemistry, biological sciences and psychology. Requires a Master's Degree in social work.

Indications are that through 1985, employment potential for this occupation will be increasing in all states escept AK, AR, ID, NE, UT, and VT, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 195.107-014 | Caseworker, Child Welfare |
| 195.107-010 | Caseworker |
| 195.107-022 | Social Group Worker |
| 195.107-126 | Social Worker, Delinquency Prevention |

For related information:

See College List #13, #15
Occupational Outlook Handbook: DOT No. 195.107-030

National Association of Social Workers, Inc.
1425 H Street, N.W.
Washington, DC 20005

Social Worker, Medical
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
- Physical Demands of the Occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Master's Degree

## Social Worker, School

Job Description:
Aids children having difficulty adapting themselves to school life and where individualized professional help is indicated. Consults with parents, teachers, and other school personnel to determine causes of problems and effect solutions. Arranges medical and psychiatric examinations. Tries to alter attitudes of parents and teachers that may have fostered problem. Recommends various changes. Requires concern for others, tact and poise.

High School subjects should include **English** foreign languages, social studies, biology and psychology. Usually requires a Bachelor's Degree; Master's Degree may be helpful.

Indications are that through 1985, employment potential for this job will be increasing or stable. Best prospects will be in FL, NC, OH, OK, SC, TN, and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 195.107-030 | Social Worker, Medical |
| 195.107-018 | Caseworker, Family |
| 195.107.022 | Social Group Worker |
| 195.107-034 | Social Worker, Psychiatric |

For related information:
See College List #8, #13
Occupational Outlook Handbook: DOT No. 195.107-038

National Association of Social Workers
1425 H Street, N.W.
Suite 600
Washington, DC 20005

Social Worker, School
Personal Characteristics: Interests
Occupation involves sharing ideas with people
Occupation requires working with and helping people
Occupation allows creativity and development of ideas
Occupation requires evaluating and making decisions
Personal Characteristics: Aptitudes Required
Ability to understand and use words effectively
Physical Demands of the Occupation
Sedentary: Lifting ten pounds
Involves talking and hearing
Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Sociologist

Job Description:
Conducts research into development, structure and behavior of groups of human beings and patterns of culture and social organization. Collects and analyzes scientific data about such phenomena as community, social institutions, associations, social classes, ethnic minorities, and social change. Requires high intelligence and rationality, verbal skills and organizational and analytical ability.

High School courses in mathematics, **English** and the social sciences are helpful. A Master's Degree is required. A Ph.D. is necessary for top positions.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in AR, DE, and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 054.067-010 | Research Worker, Social Welfare |
| 054.067-022 | Historian |
| 055.067-010 | Anthropologist |
| 055.067-022 | Ethnologist |

For related information:
See College List #1, #72
Occupational Outlook Handbook: DOT No. 054.067-014

American Sociological Association
1722 N Street, N.W.
Washington, DC 20036

Sociologist
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to comprehend forms in space
- Physical Demands of the Occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Master's Degree
Doctor's Degree

## Special Agent

Job Description:
Investigates alleged or suspected criminal violations of Federal, State of Local Laws. Determines if evidence is sufficient to recommend prosecution. Develops and uses informants. Obtains evidence or establishes facts by interviewing, observing, and interrogating suspects and witnesses, Uses cameras and photostatic machines to record evidence. Requires mental capacity to learn about laws. Must have organizational skills and self-confidence.

High School courses such as math, science, English, speech and driver education should be helpful. College education required.

Opportunities for this occupation rest largely with a person's own talent, determination and luck.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.167-034 | Police Captain, Precenct |
| 375.167-038 | Police Lieutenant, Patrol |
| 375.167-046 | Traffic Lieutenant |
| 375.167-022 | Detective Chief |

For related information:
See College List #8
Occupational Outlook Handbook: DOT No. 375.167-042

U. S. Department of Justice
Federal Bureau of Investigation
Washington, DC 20535

Special Agent
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical Demands of the Occupation
  - Medium: Lifting up to fifty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree
Doctor's Degree

## State-Highway Police Officer

Job Description:
Patrols State Highways within assigned area to enforce motor vehicle and criminal laws. Arrests or warns persons guilty of violating motor vehicle regulations. Provides road information and assistance to motorists. Directs activities in accident or disaster areas. Investigates causes of accidents. Requires capacity to learn about laws, verbal skills and ability to perform under stress.

High School courses **such as English** government, physics, and health should be helpful. High School graduates required in most states. Formal training program required.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except VT.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.263-014 | Police Officer |
| 375.263-010 | Accident-Prevention-Squad Police Officer |
| 375.267-014 | Detective, Narcotics and Vice |
| 375.363-010 | Border Guard |

For related information:
Occupational Outlook Handbook: DOT No. 375.263-018

International Conference of Police Associations
1239 Pennsylvania Avenue, S. E.
Washington, DC 20003

State-Highway Police Officer
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical Demands of the Occupation
  - Medium: Lifting up to fifty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally

High School Diploma

## Street-Sweeper Operator

Job Description:
Drives sweeping machine that cleans streets of trash and other accumulations. Fills water tank from hydrant. Moves controls to activate rotary brushes and water spray so that dust and trash are automatically picked up and deposited in dirt trap. Pulls lever to dump refuse in piles at curb for removal. Requires spatial discrimination, eye-hand-foot coordination, manual dexterity, and the ability to adapt to routine work.

High School courses should include driver education and automotive mechanics. There are no set educational requirements, but a High School Diploma should be helpful.

Indications are that through 1985, employment potential for this job will be increasing or stable in most states except AK, CA, DC, KY, MS, ND, SD, VT, and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 915.473-010 | Parking-Lot Attendant |
| 919.683-010 | Dock Hand |
| 919.683-014 | Driver |
| 919.683-026 | Trackmobile Operator |

For related information:
Dictionary of Occupational Titles No. 919.683-022

American Trucking Associations, Inc.
1616 P Street, N.W.
Washington, DC 20036

Street-Sweeper Operator
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves mostly standing

Less than High School Diploma
High School Diploma

Substation Operator

Job Description:
Controls equipment such as current converters, voltage transformers, and circuit breakers. Communicates with load dispatcher to report amount of electricity received into substation. Observes switchboard instruments to detect signs of line disturbances. Records temperature of transformers at specified intervals. Requires ability to pay close attention to instruments. Must have finger and manual dexterity.

High School courses should include math, mechanical drawing, and industrial arts. High School graduation should be helpful.

Indications are that through 1985, employment potential for this job will be increasing in AL, AZ, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, LA, MD, MT, NE, NV, NC, OH, OK, OR, SC, TX, and VA.

| D.O.T. No. | Related Jobs |
|---|---|
| 952.362-022 | Power-Reactor Operator |
| 952.362-034 | Switchboard Operator |
| 952.362-042 | Turbine Operator |
| 952.362-018 | Hydroelectric-Station Operator |

For related information:
Occupational Outlook Handbook: DOT No. 952.362-026

Utility Workers' Union of America
815 - 16th Street, N.W.
Washington, DC 20006

Substation Operator
- Personal Characteristics: Interests
    - Occupation deals with machines/equipment most of the time
    - Occupation involves working primarily with things/objects
    - Occupation requires following specific, set routine
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
- Physical Demands of the Occupation
    - Light: lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

High School Diploma

## Superintendent, Schools

Job Description:
Directs and coordinates activities concerned with administration of City, County, or other school system in accordance with Board of Education standards. Administers program for selection of school sites, construction of buildings and provision of equipment and supplies. Directs preparation and presentation of school budget. Interprets programs and policies to concerned parties. Requires organizational, verbal and numerical skills.

High School courses should include public speaking, a foreign language, and psychology. Requires an advanced degree in School Administration.

Indications are that through 1985, employment potential for this occupation will be increasing in FL, GA, HI, KS, ME, MT, ND, SC, TN, TX, UT, and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 099.224-010 | Physical Education Instructor |
| 099.117-010 | Director, Educational Program |
| 099.117-018 | Principal |
| 099.117-026 | Supervisor, Education |

For related information:
See College List #37
Dictionary of Occupational Titles No. 099.117-022

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209

Superintendent, Schools
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
- Physical Demands of the Occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Master's Degree

Surgeon I

Job Description:
Performs surgery to correct deformities, repair injuries, prevent diseases and improve function in patients. Examines patients to verify necessity of operation, estimate possible risk to patient and determine best operational procedure. Performs operations using variety of surgical instruments and employing established surgical techniques. Requires intellectual ability. Must have manual and finger dexterity, eye-hand coordination, and physical stamina.

High School subjects such as biology, chemistry, physics, math, **English** and a foreign language should be helpful. Requires an M.D. Degree, residency and certification.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except, AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 070.101-014 | Cardiologist |
| 070.101-070 | Physiatrist |
| 070.101-074 | Physician, Head |
| 070.101-090 | Radiologist |

For related infromation:
See College List #15 #51
Dictionary of Occupational Titles No. 070.101-094

American College of Surgeons
55 East Erie Street
Chicago, IL 60611

Surgeon I
- Personal Characteristics: Interests
    - Occupation requires working with and helping people
    - Occupation deals with scientific/technical areas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do Arithmetic quickly and accurately
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
    - Ability to understand verbal/tabular material
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
    - Ability to move hands easily/skillfully
- Physical Demands of the Occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

Doctor's Degree

## Tabulating-Machine Operator

Job Description:
Operates machine that processes data from tabulating cards into printed records. Wires and installs tabulating-machine plugboard or inserts pre-wired control panel. Positions cards to be tabulated. Starts machine and observes it for malfunctioning. Removes jammed cards. Routes processed cards to next work station. Requires ability to follow written and oral instructions, eye-hand-foot coordination, an understanding of the machine, good vision, and spatial perception.

High School courses in business arithmetic, typing and office practices helpful. A High School Diploma is required. Business Schools and Junior Colleges offer training.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except DC, NM, and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 213.362-010 | Computer Operator |
| 213.132-010 | Supervisor, Computer Operations |
| 213.132-014 | Supervisor, Machine-Records Unit |
| 213.685-010 | Auxiliary-Equipment Operator, Data Processing |

For related information:
See College List #35
Occupational OUtlook Handbook: DOT No. 213.682-010

Office & Professional Employees
International Union
265 West 14th Street, Suite 610
New York, NY 10011

Tabulating-Machine Operator
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves both standing and sitting fairly equally

High School Diploma
Vocational/Technical Training: 1 - 2 years
Business School: 1 - 2 years
Junior College Associate Degree

Teacher Aide I

Job Description:
Assists teaching staff of public or private elementary or secondary school. Discusses assigned teaching area with classroom teacher to coordinate instructional efforts. Prepares lesson outline and plan. Plans, prepares and develops various teaching aids. Prepares, gives and grades examinations. Assists students individually or in groups. Requires intellectual, organizational, clerical, and creative abilities, must like working with youth.

High School subjects such as English, math, typing, health, and art should be helpful. Educational requirements can range from no High School Diploma to a Bachelor's Degree.

Generally speaking, this occupation seems to be increasing or stable in most states except NH, PA, WA, and WI.

| D.O.T. No. | Related Jobs |
|---|---|
| 099.224-010 | Physical Education Instructor |
| 099.167-014 | Consultant, Education |
| 099.167-026 | Music Supervisor |
| 099.227-034 | Tutor |

For related information:

See College List #15. #51. #73
Occupational Outlook Handbook:  DOT No. 099.327-010

Illinois Office of Education
100 North 1st
Springfield, IL 62777

Teacher Aide I
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation involves working primarily with things/objects
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating andmaking decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physcial Demands of the Occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves both standing and sitting fairly equally
  - Involves considerable walking

Less than High School Diploma
High School Diploma
Junior College Associate Degree
Bachelor's Degree

Teacher, Art

Job Description:
Instructs pupils in art such as painting, sketching, designing, and sculpturing. Demonstrates method and procedure to pupils, observes pupils' work to make criticisms and corrections. Requires intellectual and anlytical abilities, aesthetic appreciation, creativity, perception for detail and a feeling for form, color and composition. Must be able to relate to people and communicate ideas.

High School courses should include art, English. science, social studies, and math. Usually requires a Bachelor's Degree and Certification, Master's Degree sometimes needed.

Generally speaking, this occupation seems to be increasing or stable but is showing most growth in AL, FL, MT, NC, OH, OK, SC, TN, and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 144.061-018 | Sculptor |
| 149.031-010 | Supervisor, Scenic Arts |
| 149.051-010 | Silhouette Artist |
| 149.281-010 | Furniture Reproducer |

For related information:
See College List #32, #74, #75 •
Dictionary of Occupational Titles No. 149.021-010

National Art Education Association
1916 Association Drive
Reston, VA 22091

Teacher, Art
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requries working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
  - Ability to differentiate colors
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly standing

Bachelor's Degree
Master's Degree

## Teacher, Elementary School

Job Description:
Teaches elementary school pupils academic and social skills in public or private educational system. Outlines course of study. Lectures, demonstrates and uses audiovisual aids to present material. Assigns homework. Gives tests and records results. Counsels pupils or advises parents when academic problems arise. Requires intellectual, organizational and mathematical abilities, perception for clerical detail, and a desire to work with children.

High School courses in mathematics, the sciences, English and art helpful. A Bachelor's Degree is the minimum requirement for certification. A Master's Degree is helpful.

Through 1985, employment potential for this job will be increasing in AL, CO, FL, GA, HI, ID, IL, IA, KS, LA, ME, MD, MI, MT, NC, ND, OH, SC, TN, TX, UT, and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 092.227-018 | Teacher, Preschool |
| 092.137-010 | Director, Preschool |
| 092.227-014 | Teacher, Kindergarten |
| 094.224-010 | Teacher, Deaf |

For related information:
See College List #37, #76
Occupational Outlook Handbook: DOT No. 092.227-010

Illinois Office of Education
100 N. 1st
Springfield, IL. 62777

Teacher, Elementary School
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do Arithmetic quickly and accurately
    - Ability to understand verbal.tabular material
- Physical Demands of the Occupation
    - Light: Lifting up to twenty pounds
    - Involves talking and hearing
    - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Teacher, Handicapped Students

Job Description:
Teaches elementary and secondary school subjects to physically handicapped students. Adapts teaching techniques and methods to meet individual needs of students in schools, hospitals, and students' homes. Devises special teaching tools and helps students work with specially equipped worktables, typewriters and mechanized page turners. Requires intellectual ability, patience, and ability to work and communicate with handicapped children.

High School subjects such as psychology, English, speech, history, art, and science should be helpful. Requires a Bachelor's Degree; Master's Degree becoming almost essential.

Generally speaking, this occupation seems to be increasing or stable but is showing most growth in AL, FL, MT, NC, OH, SC, TN, and TX.

| D.O.T. No. | Related Jobs |
|---|---|
| 092.227-018 | Teacher, Preschool |
| 094.227-010 | Educational Therapist |
| 094.227-014 | Teacher, Blind |
| 094.227-022 | Teacher, Mentally Retarded |

For related information:
See College List #37, #77
Dictionary of Occupational Titles No. 094.227-018

Illinois Office of Education
100 North 1st
Springfield, IL. 62777

Teacher, Handicapped Students
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Abiltiy to do Arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Teacher, Preschool

Job Description:
Instructs children in activities designed to promote social, physical and intellectual growth in preparation for primary school in preschool, day care center or other child development facility. Plans individual and group activities to stimulate learning according to ages of children/ requires organizational ability to plan and direct program. Must be patient and like to work with preschool age children.

High School subjects such as **English**. social studies, math, art, music and psychology should be helpful. Usually requires a Bachelor's Degree and possibly certification.

Indications are that through 1985, employment potential for this job will be increasing or stable except in AL, AK, AR, CT, DC, FL, PA, SD, VT, WA, and WI.

| D.O.T. No. | Related Jobs |
|---|---|
| 092.227-010 | Teacher, Elementary School |
| 091.227-010 | Teacher, Secondary School |
| 092.137-010 | Director, Preschool |
| 092.227-014 | Teacher, Kindergarten |

For related information:
See College List #37
Dictionary of Occupational Titles No. 092.227-018

Illinois Office of Education
100 North 1st
Springfield, Illinois 62777

Teacher, Preschool
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation allows creativity and development of ideas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to understand verbal/tabular material
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally
  - Involves considerable walking

Bachelor's Degree
Master's Degree

## Teacher, Secondary School

Job Description:
Teaches one or more subjects to students in public or private secondary schools. Instructs students using lectures, demonstrations, audiovisual aids, and other teaching methods. Outlines course of study. Gives tests to evaluate pupils' progress and records results. Performs related duties such as sponsoring a student organization. Requires intellectual and organizational skills, attention to clerical details, and the ability to relate to adolescents.

A High School College Entrance Program and extracurricular activities helpful. A Bachelor's Degree is required for certification. A Master's Degree is needed for top jobs.

Indications are that through 1985, employment potential for this occupation will be increasing in MT, NC, ND, SC, TN, TX, UT, and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 090.227-010 | Faculty Member, College or University |
| 091.107-010 | Dean of Students |
| 091.221-010 | Teacher, Industrial Arts |
| 092.137-010 | Director, Preschool |

For related information:
See College List #37
Occupational Outlook Handbook: DOT No. 091.227-010

National Association of Independent Schools
4 Liberty Square
Boston, MA 02109

Teacher, Secondary School
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Teller

Job Description:
Receives and pays out money, keeps records of money and negotiable instruments involved in various banking and other financial transactions. Receives cash or checks for deposit. Examines endorsements, verifies amounts and enters in depositors' accounts. Cashes checks, pays out money and enters account withdrawals. Places holds on accounts for uncollected funds. Requires accuracy, attention to detail, bookkeeping skills, dexterity, and ability to deal with people.

High School courses in mathematics, bookkeeping and typing helpful. A High School Diploma is required. College courses or specialized training needed for advancement.

Indications are that through 1985, employment potential for this job will be increasing in all states except AK, CA, CT, DC, IA, MI, MN, and MO, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 211.362-026 | Teller, Note |
| 211.362-010 | Cashier I |
| 211.362-014 | Foreign Banknote Teller-Trader |
| 211.362-022 | Teller, Collection and Exchange |

For related information:
See College List #63, #78
Occupational Outlook Handbook: DOT No. 211.362-018

National Bankers Association
4310 Georgia Avenue, N. W.
Washington, DC 20011

Teller
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly standing

High School Diploma
Business School: 1 - 2 years
Junior College Associate Degree

Teller, Note

Job Description:
Accepts payments on loans and maintains custody of securities. Computes principal, interest and discounts. Posts entries to ledgers and payment books. Types loan forms and documents. Surrenders note and collateral to customer upon payment of loan. Requires honesty, accuracy, speed and attention to detail when exchanging money and recording transactions. Manual and finger dexterity needed.

High School courses should include math, typing, bookkeeping and office machine operation. High School diploma generally preferred.

Indications are that through 1985, employment potential for this occupation will be increasing except in AK, CA, CT, DC, IA, MI, MN, and MO, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 211.362-018 | Teller |
| 211.362-010 | Cashier I |
| 211.362-014 | Foreign Banknote Teller-Trader |
| 211.362-022 | Teller, Collection and Exchange |

For related information:
Occupational Outlook Handbook: DOT No. 211.362-026

National Bankers Association
4310 Georgia Avenue, N.W.
Washington, DC 20011

Teller, Note
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly standing

High School Diploma

## Therapist, Corrective

Job Description:
Provides medically prescribed program of physical exercises and activities designed to prevent muscular deterioration resulting from long convalescence or inactivity due to chronic illness. Uses resistive, assistive, or free movement exercises utilizing bars or hydrogymnastics. Teaches use of braces, crutches or canes. Requires understanding of psychology, anatomy and physiology. Must relate to needs of person with sympathetic understanding.

High School subjects such as biology, psychology and health should be helpful. Usually requires a Bachelor's Degree; a Master's Degree should be useful.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Job |
|---|---|
| 076.121-014 | Therapist, Physical |
| 076.127-014 | Therapist, Music |
| 076.167-010 | Industrial Therapist |
| 076.224-010 | Physical Therapist Assistant |

For related information:
See College List #15
Dictionary of Occupational Titles No. 076.361-010

American Physical Therapy Association
1156 - 15th Street, N. W.
Washington, DC 20005

Therapist, Corrective
- Personal Characteristics: Interests
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation deals with scientific/technical areas
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical Demands of the Occupation
  - Medium: Lifting up to fifty pounds
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

Therapist, Manual-Arts

Job Description:
Instructs patients in prescribed manual arts activities to prevent anatomical and physiological deconditioning and to assist in maintaining, improving or developing work skills. Teaches woodworking, photography, metal-working, agriculture, electricity, and graphic arts. Prepares reports to aid medical personnel in evaluating patient's progress. Requires ability to acquire background in a variety of areas. Must relate well to physically disabled people.

High School subjects such as industrial arts, art, biology, and psychology should be helpful. Usually requires a Bachelor's Degree and work experience.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 076.124-014 | Therapist, Recreational |
| 076.127-010 | Therapist, Art |
| 076.117-010 | Coordinator of Rehabilitation Services |
| 076.224-010 | Physical Therapist Assistant |

For related information:
See College List #15
Dictionary of Occupational Titles No. 076.124-010

American Occupational Therapy Association
6000 Executive Boulevard
Rockville, MD 20852

Therapist, Manual-Arts
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation deals with scientific/technical areas
    - Occupation allows creativity and development of ideas
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
    - Ability to move hands easily/skillfully
- Physical Demands of the Occupation
    - Light: Lifting up to twenty pounds
    - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

## Therapist, Occupational

Job Description:
Plans, organizes and conducts occupational therapy program in a hospital, institution, or community setting to help rehabilitate the mentally, physically, or emotionally handicapped. Designs program involving skills and activities of daily living to help patients adjust to handicaps, regain physical or mental functioning and achieve maximum independence. Requires craft or artistic skills, ability to grasp scientific subjects, and ability to work with people.

High School courses in mathematics, sciences, English and social studies helpful. A Bachelor's Degree needed for certification. A Master's Degree needed for top positions.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 076.121-014 | Physical Therapist |
| 076.167-010 | Industrial Therapist |
| 076.221-010 | Orientation Therapist for the blind |
| 076.364-010 | Occupational Therapy Assistant |

For related information:
See College List #15, #18
Occupational Outlook Handbook: DOT No. 076.121-010

Mental Health Association
1800 North Kent Street
Arlington, VA 22209

Therapist, Occupational
- Personal Characteristics: Interests
    - Occupation involves sharing ideas with people
    - Occupation requires working with and helping people
    - Occupation deals with scientific/technical areas
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
    - Ability to move hands easily/skillfully
- Physical Demands of the Occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

## Therapist, Physical

Job Description:
Plans and administers medically prescribed physical therapy treatment programs for patients to restore function, relieve pain and prevent disability following disease, injury, or loss of body part. Works at a hospital, rehabilitation center, home-health agency, nursing home or in private practice. Requires ability to apply technical training, attention to detail, finger and manual dexterity, eye-hand coordination and the ability to relate to people.

High School courses in the sciences, social studies and physical education helpful. Completion of a Bachelor's or Master's Degree required for license.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 076.121-010 | Therapist, Occupational |
| 076.167-010 | Industrial Therapist |
| 076.221-010 | Orientation Therapist for the blind |
| 076.224-010 | Physical Therapist Assistant |

For related information:
See College List, #15, #19
Occupational Outlook Handbook: DOT No. 076.121-014

American Physical Therapy Association
1156 - 15th Street, N. W.
Washington, DC 20005

Therapist, Physical

- Personal Characterisitcs: Interests
    - Occupation requires working with and helping people
    - Occupation requires following specific, set routine
    - Occupation deals with scientific/technical areas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
    - Ability to understand verbal/tabular material
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
    - Ability to move hands easily/skillfully
- Physical Demands of the Occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves talking and hearing
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree

## Therapist, Recreational

Job Description:
Plans, organizes and directs medically approved recreation program for patients in hospitals and other institutions. Directs activities such as adapted sports, dramatics, social activities, and arts and crafts. Regulates content of program in accordance with patients' capabilities, needs and interest. Requires organizational and arts and crafts skills. Must care for people's welfare.

High School subjects such as physical education, health, drama art, and psychology should be helpful. Usually requires a Bachelor's Degree; Master's Degree useful.

Indications are that through 1985, employment potential for this occupation will be increasing in all states except AK, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 076.124-010 | Therapist, Manual-Arts |
| 076.117-010 | Coordinator of Rehabilitation Services |
| 076.127-010 | Therapist, ARt |
| 076.364-010 | Occupational Therapy Assistant |

For related information:
See College List #15, #20, #35
Dictionary of Occupational Titles No. 076.124-014

American Alliance for Health, Physical Education
& Recreation
1201 - 16th Street, N. W.
Washington, DC 20036

Therapist, Recreational
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation deals with scientific/technical areas
  - Occupation allows creativity and development of ideas
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
  - Ability to move hands easily/skillfully
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally
  - Involves considerable walking

Junior College Associate Degree
Bachelor's Degree
Master's Degree

Title Examiner

Job Description:
Searches public records and examines titles to determine legal condition of property title. Examines copies of mortgages liens, easements and map books to determine ownership and legal restrictions and to verify legal description of property. Prepares report outlining restrictions and actions required to clear title. Requires organizational, analytical and reading abilities. Must be able to grasp legal terminology.

High School subjects such as English, mechanical drawing, and math should be helpful. Usually two to four years of college are preferred.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except CT, DE, and MA.

| D.O.T. No. | Related Jobs |
|---|---|
| 119.267-026 | Paralegal Assistant |
| 119.167-018 | Title Supervisor |
| 119.267-018 | Contract Clerk |
| 119.367-010 | Escrow Officer |

For related information:
See College List #21, #40, #46, #61, #63
Dictionary of Occupational Titles No. 119.287-010

American Land Title Association
1828 L Street, N. W.
Suite 705
Washington, DC 20036

Title Examiner
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical Demands of the Occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Junior College Associate Degree
Bachelor's Degree

## Transcribing Machine Operator

### Job Description
Operates typewriter to transcribe letters, reports or other recorded data heard through earphones of transcribing machine. Positions record or tape on machine spindle. Depresses pedal to rotate record or tape. Turns dial to control volume, tone and speed of voice reporduction. Reads chart to determine length of message and corrections to be made. Requires finger dexterity and attention to detail in repetitive work.

High School courses should include typing, business math, and English. Business shcool, vocational-technical institute or Junior College programs preferred.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except DC, NM, and WV.

| D.O.T. No. | Related Jobs |
|---|---|
| 203.582-062 | Typesetter-Perforating Operator |
| 203.582-010 | Braille Operator |
| 203.582-026 | Data-Coder Operator |
| 203.582-054 | Terminal Operator |

For related information:
See College List #63
Occupational Outlook Handbook: DOT No. 203.582-058

National Secretaries Association
2440 Pershing Road, Suite G10
Kansas City, MO 64108

Trnascribing Machine Operator
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation requires following specific, set routine
- Personal Characteristics: Aptitudes Required
  - Ability to understand verbal/tabular material
  - Ability to make precise movements with speed
  - Ability to manipulate small objects with fingers
- Physical Demands of the Occupation
  - Sedentary: Lifting ten pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves mostly sitting

  - High School Diploma
  - Vocational/Technical Training: 1 - 2 years
  - Business School: 1 - 2 years
  - Junior College Associate Degree

## Trash Collector (Salvage Laborer)

Job Description:
Salvages materials in industrial or commercial establishment. Collects reusable items or waste materials using handtruck, industrial truck or wheelbarrow. Inspects and sorts items. Desposes of waste material. Attaches labels to containers to identify contents. Weighs materials and keeps records of total amount of waste collected. Requires inclination toward routine work, form perception, physical stamina and finger-hand dexterity.

High School courses should include math and driver education. There are no set educational requirements. But a High School Diploma may be helpful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK, CA, DC, KY, MS, ND, SD, VT, and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 930.167-010 | Technical Operator (Petrol. Production) |
| 929.687-026 | Liner Inserter |
| 929.687-030 | Material Handler |
| 929.687-034 | Munitions Handler |

For related information:
Dictionary of Occupational Titles No. 929.687-022

National Center for Resource Recovery
1211 Connecticut Avenue, N. W.
Washington, DC 20036

Trash Collector (Salvage Laborer)
Personal Characteristics: Interests
Occupation involves working primarily with things/objects
Occupation requires following specific, set routine
Personal Characteristics: Aptitudes Required
Ability to move hands easily/skillfully
Physical Demands of the Occupation
Heavy/Very Heavy: Lifting more than one hundred pounds
Involves climbing, balancing, kneeling, stooping, crawling
Involves reaching, handling, feeling
Involves ability to see clearly
Involves mostly standing

Less than High School Diploma
High School Diploma

## Urban Planner

Job Description:
Develops comprehensive plans and programs for utilization of land and the physical facilities of cities, counties, and metropolitan areas. Compiles and analyzes data on economic, social and physical factors affecting land use and prepares report. Confers with local authorities and land specialists to recommend residential, commercial and community uses for land. Requires intellectual, organizational, analytical, numerical and verbal skills and ability to deal with people

High School courses in mathematics, mechanical drawing, science, and art are helpful. Minimum requirement is a Bachelor's Degree, but a Master's Degree is preferable.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK, MT, NE, ND, RI, SD, WV, and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 199.167-010 | Radiation Monitor |
| 199.171-010 | Proof Technician |
| 199.267-030 | Traffic Technician |
| 199.364-010 | City Planning Aide |

For related information:
See College List #3, #22
Occupational Outlook Handbook: DOT No. 199.167-014

American Institute of Planners
1776 Massachusetts Avenue, N. W.
Washington, DC 20036

Urban Planner
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
- Physical Demands of the Occupation
  - Sedentary: Lifting up to ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

  - Bachelor's Degree
  - Master's Degree

Veterinarian

Job Description:
Diagnoses and treats animal diseases and disorders surgically or medically. Tests and innoculates farm animals. Inspects animals intended for human consumption. Advises on animal care and breeding. Engages in general practice treating many species; or restricts practice to dogs, cats, and other pets; or specializes in a species such as horses. Requires analytical and verbal skills, physical stamina, manual dexterity, and the intellect for medical sciences.

High School courses in mathematics, the sciences, English and social studies helpful. Must complete D.V.M. or V.M.D. Degree and pass written and oral exams for a license.

Indications are that through 1985, employment potential for this occupation will be increasing or stable except in AK, CT, ME, and OR.

| D.O.T. No. | Related Jobs |
|---|---|
| 073.061-010 | Veterinarian, Laboratory Animal Care |
| 073.101-014 | Veterinarian, Poultry |
| 073.264-010 | Veterinary Meat-Inspector |
| 073.361-010 | Laboratory Technician, Veterinary |

For related information:
See College List #15, #51
Occupational Outlook Handbook: DOT No. 073.101-010

American Veterinary Medical Association
930 North Meacham Road
Schaumburg, IL 60196

Veterinarian
- Personal Characteristics: Interests
    - Occupation requires working with and helping people
    - Occupation involves working alone much of the time
    - Occupation deals with plants and animals, usually outdoors
    - Occupation deals with scientific/technical areas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do Arithmetic quickly and accurately
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
    - Ability to understand verbal/tabular material
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
    - Ability to move hands easily/skillfully
- Physical Demands of the Occupation
    - Medium: Lifting up to fifty pounds
    - Involves reaching, handling, feeling
    - Involves ability to see clearly
    - Involves mostly standing
    - Involves considerable walking
    - Doctor's Degree

## Veterinary Livestock Inspector

Job Description:
Inspects animals for presence of disease. Performs standard clinical tests and submits specimens of tissues and other parts for laboratory analysis. Reports existence of disease conditions to state and federal authorities. Advises livestock owners of economic aspects of disease eradication. Requires intellectual ability. Must be thorough, pay attention to detail, and be willing to work with animals.

High School subjects such as math, science, English and social studies should be helpful. Requires D.V.M. or V.M.D. Degree; license usually required.

Indications are that through 1985, employment potential for this job will be increasing in AZ, AR, CA, CO, FL, GA, IN, KY, MN, MS, MO, MT, NJ, NY, OH, TX, WI, and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 073.101-010 | Veterinarian |
| 073.061-038 | Veterinary Physiologist |
| 073.061-042 | Veterinary Virologist |
| 073.101-014 | Veterinarian, Poultry |

For related information:
See College List #15, #51
Occupational Outlook Handbook: DOT No. 073.161-010

American Veterinary Medical Association
930 North Meacham Road
Schaumburg, IL 60196

Veterinary Livestock Inspector
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation deals with plants and animals, usually outdoors
  - Occupation deals with scientific/technical areas
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to perceive details in objects
  - Ability to move hands easily/skillfully
- Physical Demands of the Occupation
  - Medium: Lifting up to fifty pounds
  - Involves reaching, handling, feeling
  - Involves talking and hearing
  - Involves ability to see clearly
  - Involves considerable walking

Doctor's Degree

Vice Investigator

Job Description:
Working as a member of a squad, investigates establishments and persons suspected of violating anti-vice laws. Conducts raids upon such establishements. Arrests suspects and obtains evidence to be used by state of municipality in prosecuting suspects arrested. Records and maintains informational files on suspects and establishments. Requires knowledge of laws and investigative methods. Must be able to perform under stress and to relate to people.

High School courses such as English, math and business should be helpful. High School Diploma usually required. Post-High School training useful.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except VT.

| D.O.T. No. | Related Jobs |
|---|---|
| 375.267-018 | Narcotics Investigator |
| 375.267-026 | Police Inspector I |
| 375.267-014 | Detective, Narcotics and Vice |
| 375.267-030 | Police Inspector II |

For related information:
See College File #8, #10, #11, #36
Dictionary of Occupational Titles No. 375.267-022

Association of Federal Investigators
815 - 15th Street, N.W.
Washington, DC 20005

Vice Investigator
  Personal Characteristics: Interests
    Occupation deals with people in a business setting
    Occupation involves sharing ideas with people
    Occupation requires working with and helping people
    Occupation requires evaluating and making decisions
  Personal Characteristics: Aptitudes Required
    Ability to understand and use words effectively
    Ability to understand verbal/tabular material
  Physical Demands of the Occupation
    Medium: Lifting up to fifty pounds
    Involves talking and hearing
    Involves ability to see clearly
    Involves both standing and sitting fairly equally
    Involves considerable walking

    High School Diploma
    Junior College Associate Degree
    Bachelor's Degree

## Vocational Training Instructor

Job Description:
Teaches vocational training subjects in specific trades to students in public or private school or industrial plants. Instructs students in subjects areas such as safety precautions, math, science, drawing, use and maintenance of tools and equipment, and codes or regulations related to trade. Requires intellectual ability. Must have an interest in people and be able to communicate ideas.

High School subjects such as industrial arts, health, science and math should be helpful. A Bachelor's Degree is usually the minimum requirement.

Indications are that through 1985, employment potential for this occupation will be increasing except in DC, IL, MA, MO, OR, and WY, where it is stable.

| D.O.T. No. | Related Jobs |
|---|---|
| 099.224-010 | Physical Education Instructor |
| 096.127-014 | Extension Service Specialist |
| 097.167-010 | Director, Vocational Training |
| 097.227-010 | Instructor, Flying |

For related information:
See College List #24, #37
Occupational Outlook Handbook: DOT No. 097.227-014

American Vocational Association
1510 H Street, N. W.
Washington, DC 20005

Vocational Training Instructor
- Personal Characteristics: Interests
  - Occupation involves sharing ideas with people
  - Occupation requires working with and helping people
  - Occupation deals with scientific/technical areas
  - Occupation requries evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
  - Ability to understnad verbal/tabular material
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Bachelor's Degree
Master's Degree
Doctor's Degree

## Volunteer Services Director

Job Description:
Directs activities of volunteer agencies and workers offering their services to hospitals, social service and community agencies. Recommends policies and procedures for in-service training, work hours, and types of services. Secures services of volunteers and arranges for their instruction. Evaluates effectiveness of program. Requires organizational analytical, numerical and verbal skills. Must have leadership qualities and relate well to people.

High School courses should include English, public speaking, psychology, science, sociology and math. Usually requires a Master's Degree.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in all states except AR, DE, and ID.

| D.O.T. No. | Related Jobs |
|---|---|
| 187.167-030 | Funeral Director |
| 187.167-022 | Coordinator, Volunteer Services |
| 187.167-042 | Division Manager, Chamber of Commerce |
| 187.167-066 | Manager, Camp |

For related information:
See College List #8, #13, #17
Occupational Outlook Handbook: DOT No. 187.167-038

National Health Council
Health Careers Program
1740 Broadway
New York, NY 10019

Volunteer Services Director
- Personal Characteristics: Interests
  - Occupation deals with people in a business setting
  - Occupation requires working with and helping people
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to understand and use words effectively
  - Ability to do Arithmetic quickly and accurately
  - Ability to understand verbal/tabular material
- Physical Demands of the Occupation
  - Sedentary: Lifting ten pounds
  - Involves talking and hearing
  - Involves both standing and sitting fairly equally

Master's Degree

## Veterinarian, Laboratory Animal Care

Job Description:
Conducts research on diseases and nutritional problems of laboratory animals such as hamsters, rabbits, monkeys, and mice. Studies other health related problems involving their use. Requires intellectual ability to interpret scientific theories, and data. Must pay attention to detail and be willing to work with animals.

High School subjects such as math, science, English and social studies should be helpful. Requires D.V.M. or V.M.D. Degree, licensing and possibly an additional Master's or Ph.D. Degree.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK, CT, ME, and OR.

| D.O.T. No. | Related Jobs |
|---|---|
| 073.101-010 | Veterinarian |
| 073.061-014 | Veterinary Anatomist |
| 073.061-018 | Veterinary Bacteriologist |
| 073.061-022 | Veterinary Epidemiologist |

For related information:
Occupational Outlook Handbook: DOT No. 073.061-010

American Veterinary Medical Association
930 North Meacham Road
Schaumburg, IL 60196

Veterinarian, Laboratory Animal Care
- Personal Characteristics: Interests
    - Occupation involves working primarily with things/objects
    - Occupation requires following specific, set routine
    - Occupation deals with scientific/technical areas
    - Occupation allows creativity and development of ideas
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to understand and use words effectively
    - Ability to do Arithmetic quickly and accurately
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
    - Ability to understand verbal/tabular material
    - Ability to make precise movements with speed
    - Ability to manipulate small objects with fingers
    - Ability to move hands easily/skillfully
    - Ability to differentiate colors
- Physical Demands of the Occupation
    - Light: Lifting up to twenty pounds
    - Involves reaching, handling, feeling
    - Involves ability to see clearly
    - Involves both standing and sitting fairly equally

    - Bachelor's Degree
    - Master's Degree
    - Doctor's Degree

## Wastewater-Treatment-Plant Attendant

Job Description:
Tends pumps, conveyors, blowers, chlorinators and vacuum filters used to decontaminate sewage by settling, aeration, and sludge digestion. Removes obstructions and adjusts pipe valves. Reads charts, flow meters and gages to detect equipment malfunctions. Collects samples and makes progress reports. Requires ability to follow instructions in routine work and an inclination toward working with machinery.

High School courses should include machine shop and math. Usually requires a High School Diploma.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK, CA, DC, KY, MS, ND, SD, VT, and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 955.362-010 | Wastewater-Treatment-Plant Operator |
| 955.382-010 | Clarifying-Plant Operator |
| 955.382-014 | Waste-Treatment Operator |
| 955.383-010 | Waste-Disposal Attendant |

For related information:
Dictionary of Occupational Titles No. 955.585-010

Water Pollution Control Federation
2626 Pennsylvania Avenue, N. W.
Washington, DC 20037

Wastewater-Treatment-Plant Attendant
Personal Characteristics: Interests
Occupation deals with machines/equipment most of the time
Occupation involves working primarily with things/objects
Occupation requires following specific, set routine
Physical Demands of the Occupation
Medium: Lifting up to fifty pounds
Involves climbing, balancing, kneeling, stooping, crawling
Involves reaching, handling, feeling
Involves talking and hearing
Involves mostly standing

High School Diploma

## Wastewater-Treatment-Plant Operator

Job Description:
Operates sewage treatment, sludge processing and disposal equipment on wastewater treatment plant to control flow and processing of sewage. Starts and stops pumps, engines and generators to control flow of raw sewage through filtering, settling, aeration, and sludge digestion processes. Maintains log of operations. Requires mechanical aptitude, finger-manual dexterity and eye-hand-foot coordination.

High School courses should include machine shop and math. Requirements range from a High School Diploma to a Bachelor's Degree.

Indications are that through 1985, employment potential for this occupation will be increasing or stable in most states except AK, CA, DC, KY, MS, ND, SD, VT. and WY.

| D.O.T. No. | Related Jobs |
|---|---|
| 955.585-010 | Wastewater-Treatment-Plant Attendant |
| 955.133-010 | Sanitary-Landfill Supervisor |
| 955.137-010 | Snow-Removing Supervisor |
| 955.167-010 | Dispatcher, Radioactive-Waste-Disposal |

For related information:
See College List #4, #26, #40, #50
Occupational Outlook Handbook DOT No. 955.362-010

Water Pollution Control Federation
2626 Pennsylvania Avenue, N.W.
Washington, DC 20037

Wastewater-Treatment-Plant Operator
- Personal Characteristics: Interests
    - Occupation deals with machines/equipment most of the time
    - Occupation involves working primarily with things/objects
    - Occupation requires following specific, set routine
    - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
    - Ability to comprehend forms in space
    - Ability to perceive details in objects
- Physical Demands of the Occupation
    - Light: Lifting up to twenty pounds
    - Involves climbing, balancing, kneeling, stooping, crawling
    - Involves reaching, handling, feeling
    - Involves both standing and sitting fairly equally
    - Involves Considerable walking

High School Diploma
Vocational/Technical Training: 1 - 2 years
Junior College Associate Degree
Bachelor's Degree

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## Water-Treatment-Plant Operator

Job Description:
Controls treatment plant machines and equipment to purify and clarify water for human consumption and for industrial use. Regulates flow of raw water into treating plant. Puts specified amounts of chemicals into tanks to disinfect, deodorize, and clarify water. Records residual content of chemicals, water turbidity, and water pressure. Requires mechanical aptitude, manual-finger dexterity, and ability to follow instructions.

High School courses should include math, science and machine shop. Most water treatment operators are high school graduates.

Indications are that through 1985, employment potential for this job will be increasing or stable in most states except AK, CA, CT, DC, HI, ID, KS, ME, MI, MN, NV, and OR.

| D.O.T. No. | Related Jobs |
|---|---|
| 953.167-010 | Gas Dispatcher |
| 954.382-010 | Pump-Station Operator, Waterworks |
| 954.382-018 | Watershed Tender |
| 954.130-010 | Supervisor, Pumping Station |

For related information:
Dictionary of Occupational Titles No. 954.382-014

Water Pollution Control Federation
2626 Pennsylvania Avenue, N. W.
Washington, DC 20037

Water-Treatment-Plant Operator
- Personal Characteristics: Interests
  - Occupation deals with machines/equipment most of the time
  - Occupation involves working primarily with things/objects
  - Occupation requires following specific, set routine
  - Occupation requires evaluating and making decisions
- Personal Characteristics: Aptitudes Required
  - Ability to comprehend forms in space
  - Ability to perceive details in objects
- Physical Demands of the Occupation
  - Light: Lifting up to twenty pounds
  - Involves reaching, handling, feeling
  - Involves both standing and sitting fairly equally

High School Diploma

# ILLINOIS COLLEGES AND UNIVERSITIES OFFERING CURRICULUM PROGRAMS IN PUBLIC SERVICE OCCUPATIONS

The following lists of colleges and universities are referred to in the previous pages containing descriptive information on each public service occupation. College list information is located under the heading, "For Related Information" commencing with Archaeologist.

## College List #1

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Shimer College
Mount Carroll, IL 61053

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Spertus College of Judaica
Chicago, IL 60605

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

University of Chicago-The College
Chicago, IL 60637

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

## College List #2

Northwestern University
Evanston, IL 60201

Wheaton College
Wheaton, IL 60187

## College List #3

Bradley University
Peoria, IL 61625

Chicago Academy of Fine Arts
Chicago, IL 60601

Illinois Institute of Technology
Chicago, IL 60616

Lake Forest College
Lake Forest, IL 60045

Mundelein College
Chicago, IL 60660

Northeastern Illinois University
Chicago, IL 60625

Northwestern University
Evanston, IL 60201

Roosevelt University
Chicago, IL 60605

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Morrison Institute of Technology
Morrison, IL 61270

Antioch-Native American
Educational Services
Chicago, IL 60640

## College List #4

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

## College List #4
(Continued)

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

Concordia Teachers College
River Forest, IL 60305

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Greenville College
Greenville, IL 62246

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockprot, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

National College of Education
Evanston, IL 60201

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

## College List #4
(Continued)

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Parks College of St. Louis
University
Cahokia, IL 62206

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Trinity College
Deerfield, IL 60015

University of Chicago-The College
Chicago, IL 60637

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

## College List #5

Northwestern University
Evanston, IL 60201

University of Illinois
Urbana/Champaign
Urbana, IL 61801

## College List #6

Aurora College
Aurora, IL 60507

Blackburn College
Carlinville, IL 62626

Eureka College
Eureka, IL 61530

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois Wesleyan University
Bloomington, IL 61761

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Rockford College
Rockford, IL 61101

Sangamon State University
Springfield, IL 62708

Shimer College
Mount Carroll, IL 61053

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Trinity College
Deerfield, IL 60015

University of Chicago-The College
Chicago, IL 60637

## College List #7

Aurora College
Aurora, IL 60507

Blackburn College
Carlinville, IL 62626

Eureka College
Eureka, IL 61530

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois Wesleyan University
Bloomington, IL 61761

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Rockford College
Rockford, IL 61101

Shimer College
Mount Carroll, IL 61053

## College List #7
(Continued)

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Trinity College
Deerfield, IL 60015

University of Chicago-The College
Chicago, IL 60637

## College List #8

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Bradley University
Peoria, IL 61625

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Greenville College
Greenville, IL 62246

Illinois State University
Normal, IL 61761

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Mundelein College
Chicago, IL 60660

North Central College
Naperville, IL 60540

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Olivet Nazarene College
Kankakee, IL 60901

Roosevelt University
Chicago, IL 60605

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

## College List #8
(Continued)

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

University of Chicago-The College
Chicago, IL 60637

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Kendall College
Evanston, IL 60201

Antioch-Native American
Educational Services
Chicago, IL 60640

College of St. Francis
Joliet, IL 60435

## College List #9

Aurora College
Aurora, IL 60507

Bradley University
Peoria, IL 61625

Eureka College
Eureka, IL 61530

Illinois State University
Normal, IL 61761

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Northern Illinois University
DeKalb, IL 60115

Olivet Nazarene College
Kankakee, IL 60901

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

University of Illinois-Chicago Circle
Chicago, IL 60680

Western Illinois University
Macomb, IL 61455

## College List #10

Belleville Area College
Belleville, IL 62221

Black Hawk College-East
Kewanee, IL 61443

Black Hawk College
Quad-Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Kendall College
Evanston, IL 60201

Elgin Community College
Elgin, IL 60120

Highland Community College
Freeport, IL 61032

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

John A. Logan College
Carterville, IL 62918

Joliet Junior College
Joliet, IL 60436

Kaskaskia College
Centralia, IL 62801

Kishwaukee College
Malta, IL 60150

Lake Land College
Mattoon, IL 61938

Lincoln Land Community College
Springfield, IL 62708

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

## College List #10
(Continued)

Illinois Eastern Community College
Olney Central
Olney, IL 62450

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Southern Illinois University
School of Technical Careers
Carbondale, IL 62901

Spoon River College
Canton, IL 61520

Thornton Community College
South Holland, IL 60473

Wabash Valley College
Mount Valley College
Mount Carmel, IL 62863

William Rainey Harper College
Palatine, IL 60067

John Wood Community College
Quincy, IL 62301

Lewis and Clark Community College
Godfrey, IL 62035

Rend Lake College
Ina, IL 62846

Chicago City College-Loop
Chicago, IL 60601

Chicago City College-Wilbur Wright
Chicago, IL 60634

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community College
Sugargrove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

Richland Community College
Decatur, IL 62523

State Community College of
East Saint Louis
East Saint Louis, IL 62201

## College List #11

Black Hawk College-East
Kewanee, IL 61443

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Elgin, IL 60120

Highland Community College
Freeport, IL 61032

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

Joliet Junior College
Joliet, IL 60436

Kaskaskia College
Centralia, IL 62801

Kishwaukee College
Malta, IL 60150

Lake Land College
Mattoon, IL 61938

Lincoln Land Community College
Springfield, IL 62708

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Illinois Eastern Community College
Olney Central
Olney, IL 62450

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Southern Illinois University
School of Technical Careers
Carbondale, IL 62901

## College List #11
(Continued)

Spoon River College
Canton, IL 61520

Thornton Community College
South Holland, IL 60473

William Rainey Harper College
Palatine, IL 60067

John Wood Community College
Quincy, IL 62301

Lewis and Clark Community College
Godfrey, IL 62035

Rend Lake College
Ina, IL 62846

Chicago City College-Loop
Chicago, IL 60601

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community College
Sugargrove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

Richland Community College
Decatur, IL 62523

State Community College of
East Saint Louis
East Saint Louis, IL 62201

## College List #12

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

Joliet Junior College
Joliet, IL 60436

Prairie State College
Chicago Heights, IL 60411

## College List #12
(Continued)

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Lewis and Clark Community College
Godfrey, IL 62035

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

## College List #13

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Bradley University
Peoria, IL 61625

George Williams College
Downers Grover, IL 60515

Greenville College
Greenville, IL 62246

Illinois State University
Normal, IL 61761

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

Mundelein College
Chicago, IL 60660

North Central College
Napeeville, IL 60540

Northeastern Illinois University
Chicago, IL 60625

Olivet Nazarene College
Kankakee, IL 60901

Roosevelt University
Chicago, IL 60605

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Kendall College
Evanston, IL 60201

College of St. Francis
Joliet, IL 60435

## College List #14

Chicago City College-Kennedy/King
Chicago, IL 60621

College of DuPage
Glen Ellyn, IL 60137

Danville Junior College
Danville, IL 61832

Highland Community College
Freeport, IL 61032

Illinois Valley Community College
Oglesby, IL 61348

Kendall College
Evanston, IL 60201

Moraine Valley Community College
Palos Hills, IL 60480

Parkland College
Champaign, IL 61820

Rock Valley College
Rockford, IL 61101

Wabash Valley College
Mount Carmel, IL 62863

Chicago City College-Loop
Chicago,IL 60601

Triton College
River Grove, IL 60171

## College List #15

Rush University
College of Nursing
Chicago, IL 60612

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

De Lourdes College
Des Plaines, IL 60016

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grover, IL 60515

Illinois Benedictine College
Lisle, IL 60532

## College List #15
(Continued)

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Moody Bible Institute
Chicago, IL 60610

Mundelein College
Chicago, IL 60660

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Southern Illinis University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

## College List #15
(Continued)

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

College of St. Francis
Joliet, IL 60435

University of Illinois
at the Medical Center
Chicago, IL 60612

## College List #16

Rush University College of Nursing
Chicago, IL 60612

Augustana College
Rock Island, IL 61201

Bradley University
Peoria, IL 61625

Eastern Illinois University
Charleston, IL 61920

Eureka College
Eureka, IL 61530

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

North Central College
Naperville, IL 60540

## College List #16
(Continued)

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Edwardsville, IL 62026

Governors State University
Park Forest South, IL

Western Illinois University
Macomb, IL 61455

College of St. Francis
Joliet, IL 60435

University of Illinois
at the Medical Center
Chicago, IL 60612

## College List #17

George Williams College
Downers Grove, IL 60515

Roosevelt University
Chicago, IL 60605

Sangamon State University
Springfield, IL 62708

Governors State University
Park Forest South, IL 60466

Antioch-Native American
Educational Services
Chicago, IL 60640

## College List #18

University of Illinois
at the Medical Center
Chicago, IL 60612

## College List #19

Millikin University
Decatur, IL 62522

North Central College
Naperville, IL 60540

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

University of Illinois at
the Medical Center
Chicago, IL 60612

## College List #20

Moraine Valley Community College
Palos Hills, IL 60480

Parkland College
Champaign, IL 61820

Triton College
River Grove, IL 60171

## College List #21

Belleville Area College
Belleville, IL 62221

Black Hawk College-East
Kewanee, IL 61443

Black Hawk College
Quad-Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Elgin, IL 60120

Highland Community College
Freeport, IL 61032

## College List #21
(Continued)

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

Morrison Institute of Technology
Morrison, IL 61270

John A. Logan College
Carterville, IL 62918

Joliet Junior College
Joliet, IL 60436

Kaskaskia College
Centralia, IL 62801

Kishwaukee College
Malta, IL 60150

Lake Land College
Mattoon, IL 61938

Lincoln Land College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Illinois Eastern Community College
Olney Central
Olney, IL 62450

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Southern Illinois University
School of Technical Careers
Carbondale, IL 62901

Spoon River College
Canton, IL 61520

Thornton Community College
South Holland, IL 60473

Wabash Valley College
Mount Carmel, IL 62863

William Rainey Harper College
Palatine, IL 60067

Lewis University
Lockport, IL 60441

John Wood Community College
Quincy, IL 62301

Lewis and Clark Community College
Godfrey, IL 62035

## College List #21
(Continued)

Rend Lake College
Ina, IL 62846

Chicago City College-Loop
Chicago, IL 60601

Chicago City College
Wilbur Wright
Chicago, IL 60634

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community College
Sugar Grove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

Richland Community College
Decatur, IL 62523

State Community College
of East Saint Louis
East Saint Louis, IL 62201

DeVry Institute of Technology
Chicago, IL 60618

## College List #22

Illinois Institute of Technology
Chicago, IL 60616

Lake Forest College
Lake Forest, IL 60045

Northwestern University
Evanston, IL 60201

Southern Illinois University
Edwardsville, IL 62026

Governors State University
Park Forest South, IL 60466

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Antioch-Native American
Educational Services
Chicago, IL 60640

## College List #23

Aurora College
Aurora, IL 60507

Eureka College
Eureka, IL 61530

Illinois College
Jacksonville, IL 62650

Illinois Wesleyan University
Bloomington, IL 61761

## College List #23
(Continued)

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

Millikin University
Decatur, IL 62522

Rockford College
Rockford, IL 61101

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

## College List #24

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

Eastern Illinois University
Charleston, IL 61920

Illinois State University
Normal, IL 61761

Northern Illinois University
DeKalb, IL 60115

Southern Illinois University
Carbondale, IL 62901

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

## College List #25

Illinois Institute of Technology
Chicago, IL 60616

Northwestern University
Evanston, IL 60201

Southern Illinois University
Edwardsville, IL 62026

Southern Illinosi University
Carbondale, IL 62901

University of Illinois-Chicago Circle
Chicago, IL 60680

## College List #26

Chicago City College-Olive-Harvey
Chicago, IL 60628

College of DuPage
Glen Ellyn, IL 60137

Joliet Junior College
Joliet, IL 60436

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

Prairie State College
Chicago Heights, IL 60411

## College List #27

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Know College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

North Central College
Naperville, IL 60540

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Quincy College
Quincy, IL 62301

Roosevelt University
Chicago, IL 60605

## College List #28

Belleville Area College
Belleville, IL 62221

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Kennedy/King
Chicago, IL 60621

Lincoln Land Community College
Springfield, IL 62708

Quincy College
Quincy, IL 62301

John Wood Community College
Quincy, IL 62301

Waubonsee Community College
Sugar Grove, IL 60510

## College List #29

Belleville Area College
Belleville, IL 62221

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago,IL 60606

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Freeport, IL 61032

Highland Community College
Freeport, IL 61032

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

Joliet Junior College
Joliet, IL 60436

Kaskaskia College
Centralia, IL 62801

Kishwaukee College
Malta, IL 60150

## College List #29
(Continued)

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Southern Illinois University
School of Technical Careers
Carbondale, IL 62901

Spoon River College
Canton, IL 61520

Thornton Community College
South Holland, IL 60473

William Rainey Harper College
Palatine, IL 60067

Quincy College
Quincy, IL 62301

John Wood Community College
Quincy, IL 62301

Lewis and Clark Community College
Godfrey, IL 62035

Chicago City College-Loop
Chicago, IL 60601

Chicago City College-Wilbur Wright
Chicago, IL 60634

Kankakee, Community College
Kankakee, IL 60901

Waubonsee Community College
Sugar Grove, IL 60510

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

State Community College of
East Saint Louis
East Saint Louis, IL 62201

## College List #30

Central YMCA Community College
Chicago, IL 60606

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Granslake, IL 60030

Elgin Community College
Elgin, IL 60120

Kaskaskia College
Centralia, IL 62801

Waubonsee Community College
Sugar Grove, IL 60510

## College List #31

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

Concordia Teachers College
River Forest, IL 60305

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

## College List #31
(Continued)

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

National College of Education
Evanston, IL 60201

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago,IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

Trinity Christian College
Palos Heights, IL 60463

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

College of St. Francis
Joliet, IL 60435

## College List #32

American Conservatory of Music
Chicago, IL 60603

Augustana College
Rock Island, IL 61201

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

Bradley University
Peoria, IL 61625

Chicago Academy of Fine Arts
Chicago, IL 60601

Chicago Conservatory College
Chicago, IL 60605

Chicago State University
Chicago, IL 60628

Columbia College
Chicago, IL 60605

Concordia Teachers College
River Forest, IL 60305

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Greenville College
Greenville, IL 62246

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Judson College
Elgin, IL 60120

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

## College List #32
(Continued)

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

National College of Education
Evanston, IL 60201

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

School of the Art Institute of Chicago
Chicago, IL 60603

Sherwood Music School
Chicago, IL 60605

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

University of Chicago-The College
Chicago, IL 60637

University of Chicago-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

## College List #32
(Continued)

Western Illinois University
Macomb, IL  61455

Wheaton College
Wheaton, IL  60187

Kendall College
Evanston, IL  60201

College of St. Francis
Joliet, IL  60435

## College List #33

Roosevelt University
Chicago, IL  60605

College of St. Francis
Joliet, IL  60435

## College List #34

Belleville Area College
Belleville, IL  62221

Black Hawk College-East
Kewanee, IL 61443

Black Hawk College
Quad Cities Campus
Moline, IL  61265

Carl Sandburg College
Galesburg, IL  61401

Central YMCA Community College
Chicago, IL  60606

Chicago City College-Truman
Chicago, IL  60640

Chicago City College-Kennedy/King
Chicago, IL  60621

Chicago City College-Malcolm X
Chicago, IL  60612

Chicago City College-Olive-Harvey
Chicago, IL  60628

Chicago City College-Daley
Chicago, IL  60652

Danville Junior College
Danville, IL  61832

Felician College
Chicago, IL  60659

Illinois Central College
East Peoria, IL  61635

Illinois Valley Community College
Oglesby, IL  61348

## College List #34
(Continued)

Joliet Junior College
Joliet, IL 60436

Kendall College
Evanston, IL 60201

Kishwaukee College
Malta, IL 60150

Lake Land College
Mattoon, IL 61938

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Spoon River College
Canton, IL 61520

Springfield College in Illinois
Springfield, IL 62702

Wabash Valley College
Mount Carmel, IL 62862

Quincy College
Quincy, IL 62301

John Wood Community College
Quincy, IL 62301

Lewis and Clark Community College
Godfrey, IL 62035

Chicago City College-Loop
Chicago, IL 60601

Chicago City College-Wilbur Wright
Chicago, IL 60634

Waubonsee Community College
Sugargrove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

## College List #35

Belleville Area College
Belleville, IL 62221

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago, IL 60606

## College List #35
(Continued)

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Olive Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Elgin, IL 60120

Highland Community College
Freeport, IL 61032

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

John A. Logan College
Carterville, IL 62918

Joliet Junior College
Joliet, IL 60436

Kaskaskia College
Centralia, IL 62801

Kishwaukee College
Malta, IL 60150

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Illinois Eastern Community College
Olney Central
Olney, IL 62450

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

## College List #35
(Continued)

Southern Illinois University
School of Technical Careers
Carbondale, IL 62901

Thornton Community College
south Holland, IL 60473

Wabash Valley College
Mount Carmel, IL 62863

William Rainey Harper College
Palatine, IL 60067

Quincy College
Quincy, IL 62301

John Wood Community College
Quincy, IL 62301

Lewis and Clark Community College
Godfrey, IL 62035

Rend Lake College
Ina, IL 62846

Chicago City College-Loop
Chicago, IL 60601

Chicago City College-Wilbur Wright
Chicago, IL 60634

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community lollege
Sugargrove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

State Community College of
East Saint Louis
East Saint Louis, IL 62201

Robert Morris College-Carthage
Carthage, IL 62321

## College List #36

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

Felician College
Chicago, IL 60659

Illinois Central College
East Peoria, IL 61635

## College List #36
(Continued)

Lake Land College
Mattoon, IL 61938

Parkland College
Champaign, IL 61820

Rock Valley College
Rockford, IL 61101

Lewis and Clark Community College
Godfrey, IL 62035

Chicago City College-Loop
Chicago, IL 60601

State Community College of East
Saint Louis
East Saint Louis, IL 62201

## College List #37

American Conservatory of Music
Chicago, IL 60603

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville,IL 62626

Bradley University
Peoria, IL 61625

Chicago Conservatory College
Chicago, IL 60605

Chicago State University
Chicago, IL 60628

Concordia Teachers College
River Forest, IL 60305

DeLourdes College
Des Plaines, IL 60016

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Greenville College
Greenville, IL 62246

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

## College List #37
(Continued)

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Judson College
Elgin, IL 60120

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

Mac Murray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

National College of Education
Evanston, IL 60201

North Central College
Naperville, IL 60540

North Park College
Chicago,IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

School of the Art Institute of Chicago
Chicago, IL 60603

## College List #37
(Continued)

Sherwood Music School
Chicago, IL 60605

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

Trinity Christian College
Palos Heights, IL 60463

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Vandercook College of Music
Chicago, IL 60616

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

Kendall College
Evanston, IL 60201

Antioch-Native American
Educational Services
Chicago, IL 60640

College of St. Francis
Joliet, IL 60435

## College List #38

Northeastern Illinois University
Chicago, IL 60625

## College List #39

Augustana College
Rock Island, IL 61201

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

Bradley University
Peoria, IL 61625

Aurora College
Aurora, IL 60507

Chicago State University
Chicago, IL 60628

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

## College List #39
(Continued)

George Williams College
Downers Grove, IL 60515

Illinois Benedictine College
Lisle, IL 60532

Illinois State University
Normal, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest,IL 60045

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

Monmouth College
Monmouth, IL 61462

Illinois Institute of Technology
Chicago, IL 60616

Mundelein College
Chicago, IL 60660

North Central College
Naperville, IL 60540

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

University of Chicago-The College
Chicago,IL 60637

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

## College List #40

Aero-Space Institute
Chicago, IL 60611

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Bradley University
Peoria, IL 61625

Chicago Technical College
Chicago, IL 60616

DePaul University
Chicago, IL 60604

DeVry Institute of Technology
Chicago, IL 60618

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Greenville College
Greenville, IL 62245

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

MacMurray College
Jacksonville, IL 62650

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Moody Bible Institute
Chicago, IL 60610

Mundelein College
Chicago, IL 60660

Northern Illinois University
DeKlab, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee,IL 60901

Parks College of St. Louis
University
Cahokia, IL 62206

Roosevelt University
Chicago, IL 60605

## College List #40
(Continued)

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Midwest College of Engineering
Lombard, IL 60148

Morrison Institute of Technology
Morrison, IL 61270

## College List #41

University of Illinois
Urbana/Champaign
Urbana, IL 61801

## College List #42

Northwestern University
Evanston, IL 60201

University of Illinois
Urbana/Champaign
Urbana, IL 61801

## College List #43

Bradley University
Peoria, IL 61625

Chicago Technical College
Chicago, IL 60616

Illinois Institute of Technology
Chicago, IL 60616

Northwestern University
Evanston, IL 60201

Southern Illinois University
Edwardsville, IL 62026

University of Illinois
Urbana/Champaign
Urbana, IL 61801

## College List #43
(Continued)

Midwest College of Engineering
Lombard, IL 60148

Morrison Institute of Technology
Morrison, IL 61270

## College List #44

Northwestern University
Evanston, IL 60201

University of Illinois
Urbana/Champaign
Urbana, IL 61801

## College List #45

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Daley
Chicago, IL 60652

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

Sauk Valley College
Dixon, IL 61021

William Rainey Harper College
Palatine, IL 60067

Chicago City College-Loop
Chicago, IL 60601

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

## College List #46

Aero-Space Institute
Chicago, IL 60611

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Barat College
Lake Forest, IL 60045

## College List #46
(Continued)

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Lewis University
Lockport, IL 60441

Lincoln Christian College
Lincoln, IL 62656

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

## College List #46
(Continued)

Parks College of St. Louis University
Cahokia, IL 62206

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Carbondale, IL 62901

Governors Staet University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

Trinity Christian College
Palos Heights, IL 60463

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Kendall College
Evanston, IL 60201

College of St. Francis
Joliet, IL 60435

## College List #47

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Illinois Institute of Technology
Chicago, IL 60616

Illinois Wesleyan University
Bloomington, IL 61761

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

Millikin University
Decatur, IL 62522

## College List #47
(Continued)

Mundelein College
Chicago, IL 60660

Northern Illinois University
DeKalb, IL 60115

Roosevelt University
Chicago, IL 60605

Southern Illinis University
Edwardsville, IL 62026

Trinity Christian College
Palos Heights, IL 60463

University of Illinois-Chicago Circle
Chicago, IL 60680

Southern Illinois University
Carbondale, IL 62901

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

## College List #48

Lewis University
Lockport, IL 60441

## College List #49

Belleville Area College
Belleville, IL 62221

Black Hawk College
Quad Cities Campus
Moline,IL 61265

Carl Sandburg College
Galesburg, IL 61401

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Elgin, IL 60120

## College List #49
(Continued)

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

John A. Logan College
Carterville, IL 62918

Joliet Junior College
Joliet, IL 60436

Kishwaukee College
Malta, IL 60150

Lake Land College
Mattoon, IL 61938

Lincoln Land Community College
Springfield, IL 62708

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Thornton Community College
South Holland, IL 60473

William Rainey Harper College
Palatine, IL 60067

Lewis and Clark Community College
Godfrey, IL 62035

Chicago City College-Wilbur Wright
Chicago, IL 60634

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community College
Sugar Grove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

## College List #50

Belleville Area College
Belleville, IL 62221

Black Hawk College-East
Kewanee, IL 61443

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College Malcolm X
Chicago, IL 60612

College List #50
(Continued)

Chicago City College-Olive-Harvey
Chicago, IL 60628

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Elgin, IL 60120

Highland Community College
Freeport, IL 61032

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

John A. Logan College
Carterville, IL 62918

Joliet Junior College
Joliet, IL 60436

Kishwaukee College
Malta, IL 60150

Lake Land College
Mattoon, IL 61938

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

McHenry County College
Crystal Lake, IL 61820

Prairie State College
Chicago Heights, IL 60411

Sauk Valley College
Mount Carmel, IL 62863

Spoon River College
Canton, IL 61520

Wabash Valley College
Mount Carmel, IL 62863

William Rainey Harper College
Palatine, IL 60067

John Wood Community College
Quincy, IL 62301

Parkland College
Champaign, IL 61820

Lewis and Clark Community College
Godfrey, IL 62035

Rend Lake College
Ina, IL 62846

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community College
Sugar Grove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

## College List #50
## (Continued)

Richland Community College
Decatur, IL 62523

## College List #51

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

Concordia Teachers College
River Forest, IL 60305

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Greenville College
Greenville, IL 62246

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville,IL 62650

McKendree College
Lebanon, IL 62258

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## College List #51
(Continued)

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

Trinity Christian College
Palos Heights, IL 60463

University of Chicago-The College
Chicago, IL 60637

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

## College List #51
(Continued)

National College of Chiropractic
Lombard, IL 60148

College of St. Francis
Joliet, IL 60435

## College List #52

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Eastern Illinois University
Charleston, IL 61920

Eureka College
Eureka, IL 61530

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois Wesleyan University
Bloomington, IL 61761

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Trinity College
Deerfield, IL 60015

Wheaton College
Wheaton, IL 60187

## College List #53

Illinois Institute of Technology
Chicago, IL 60616

Southern Illinois University
Edwardsville, IL 62026

## College List #54

Greenville College
Greenville, IL 62246

Illinois State University
Normal, IL 61761

Quincy College
Quincy, IL 62301

Governors State University
Park Forest South, IL 60466

University of Chicago-The College
Chicago, IL 60637

Western Illinois University
Macomb, IL 61455

## College List #55

Greenville College
Greenville, IL 62246

Illinois State University
Normal, IL 61761

## College List #56

Governors State University
Park Forest South, IL 60466

Western Illinois University
Macomb, IL 61455

## College List #57

Knox College
Galesburg, IL 61401

Moody Bible Institute
Chicago, IL 60610

## College List #58

Rush University College of Nursing
Chicago, IL 60612

Aurora College
Aurora, IL 60507

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

## College List #58
(Continued)

DeLourdes College
Des Plaines, IL 60016

DePaul University
Chicago, IL 60604

Elmhurst College
Elmhurst, IL 60126

Illinois Institute of Technology
Chicago, IL 60616

Illinois Wesleyan University
Bloomington, IL 61761

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

McKendree College
Lebanon, IL 62258

Millikin University
Decature, IL 62522

Monmouth College
Monmouth, IL 61462

North Park College
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Olivet Nazarene College
Kankakee, IL 60901

Saint Savier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Edwardsville, IL 62026

Governors State University
Park Forest South, IL 60466

University of Illinois
at the Medical Center
Chicago, IL 60612

## College List #59

Belleville Area College
Belleville, IL 62221

Black Hawk College-East
Kewanee, IL 61443

## College List #59
(Continued)

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

Danville Junior College
Danville, IL 61832

Felician College
Chicago, IL 60659

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

Joliet Junior College
Joliet, IL 60436

Kendall College
Evanston, IL 60201

Kishwaukee College
Malta, IL 60150

Lake Land College
Mattoon, IL 61938

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Spoon River College
Canton, IL 61520

Springfield College in Illinois
Springfield, IL 62702

Wabash Valley College
Mount Carmel, IL 62863

Quincy College
Quincy, IL 62301

John Wood Community College
Godfrey, IL 62301

Chicago City College-Loop
Chicago, IL 60601

## College List #59
(Continued)

Chicago City College-Wilbur Wright
Chicago, IL 60634

Waubonsee Community College
Sugar Grove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

Lewis and Clark Community College
Godfrey, IL 62035

## College List #60

Belleville Area College
Belleville, IL 62221

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Granslake, IL 60030

Elgin Community College
Elgin, IL 60120

Highland Community College
Elgin, IL 60120

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

## College List #60
(Continued)

John A. Logan College
Carterville, IL 62918

Joliet Junior College
Joliet, IL 60436

Kaskakia College
Centralia, IL 62801

Kishwaukee College
Malta, IL 60150

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Illinois Eastern Community College
Olney Central
Oleny, IL 62450

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Southern Illinois University
School of Technical Careers
Carbondale, IL 62901

Thornton Community College
South Holland,IL 60473

Wabash Valley College
Mount Carmel, IL 62863

William Rainey Harper College
Palatine, IL 60067

Lewis and Clark Community College
Godfrey, IL 62035

Rend Lake College
Ina, IL 62846

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community College
Sugar Grove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

State Community College of
East Saint Louis
East Saint Louis, IL 62201

## College List #61

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Carbondale, IL 62901

## College List #62

Black Hawk College-East
Kewanee, IL 61443

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Elgin, IL 60120

Chicago City College-Olive Harvey
Chicago, IL 60628

Felician College
Chicago, IL 60659

Highland Community College
Freeport, IL 61032

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

John A. Logan College
Carterville, IL 62918

Kaskakia College
Centralia, IL 62801

Kendall College
Evanston, IL 60201

Kishwaukee College
Malta, IL 60150

Lake Lane College
Mattoon, IL 61938

Lincoln College
Lincoln, IL 62656

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

## College List #62
(Continued)

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Illinois Eastern Community College
Olney Central
Olney, IL 62450

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Spoon River College
Canton, IL 61520

Springfield College in Illinois
Springfield, IL 62702

Thornton Community College
South Holland, IL 60473

Wabash Valley College
Mount Carmel, IL 62863

William Rainey Harper College
Palatine, IL 60067

John Wood Community College
Quincy, IL 62301

Lewis and Clark Community College
Godfrey, IL 62035

Mallinckrodt College
Wilmette, IL 60091

Rend Lake College
Ina, IL 62846

Chicago City College-Loop
Chicago, IL 60601

Chicago City College-Wilbur Wright
Chicago, IL 60634

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community College
Sugar Grove, IL 60510

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

Richland Community College
Decatur, IL 62523

State Community College
of East Saint Louis
East Saint Louis, IL 62201

## College List #63

Belleville Area College
Belleville, IL 62221

Black Hawk College-East
Kewanee, IL 61443

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Truman
Chicago, IL 60640

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Elgin, IL 60120

Felician College
Chicago, IL 60659

Highland Community College
Freeport, IL 61032

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

John A. Logan College
Carterville, IL 62918

Joliet Junior College
Joliet, IL 60436

Kaskaskia College
Centralia, IL 62801

Kishwaukee College
Malta, IL 60150

Lake Lane College
Mattoon, IL 61938

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

Mac Cormac College
Chicago, IL 60604

## College List #63
(Continued)

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Oakton Community College
Morton Grove, IL 60053

Illinois Eastern Community College
Olney Central
Olney, IL 62450

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Southern Illinois University
School of Technical Careers
Carbondale, IL 62901

Spoon River College
Canton, IL 61520

Thornton Community College
South Holland, IL 60473

Wabash Valley College
Mount Carmel, IL 62863

William Rainey Harper College
Palatine, IL 60067

Quincy College
Quincy, IL 62301

John Wood Community College
Quincy, IL 62301

Lewis and Clark Community College
Godfrey, IL 62035

Mallinckrodt College
Wilmette, IL 60091

Rend Lake College
Ina, IL 62846

Chicago City College-Loop
Chicago, IL 60601

Chicago City College-Wilbur Wright
Chicago, IL 60634

Kankakee Community College
Kankakee, IL 60901

Waubonsee Community College
Sugar Grove, IL 60510

Southeastern Illinois College
Harrisburg, IL 62946

Triton College
River Grove, IL 60171

Morton College
Cicero, IL 60650

Richland Community College
Decatur, IL 62523

## College List #63
(Continued)

State Community College of
East Saint Louis
East Saint Louis, IL 62201

Robert Morris College-Carthage
Carthage, IL 62321

## College List #64

Danville Junior College
Danville, IL 61832

Mac Cormac College
Chicago, IL 60604

William Rainey Harper College
Palatine, IL 60067

Mallinckrodt College
Wilmette, IL 60091

## College List #65

Blackburn College
Carlinville, IL 62626

Bradley University
Peoria, IL 61625

Chicago Academy of Fine Arts
Chicago, IL 60601

Columbia College
Chicago, IL 60605

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Eureka College
Eureka, IL 61530

Greenville College
Greenville, IL 62246

Illinois State University
Normal, IL 61761

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Moody Bible Institute
Chicago, IL 60610

Mundelein College
Chicago, IL 60660

Noryh Central College
Naperville, IL 60540

Northern Illinois University
DeKalb, IL 60115

## College List #65
(Continued)

Northwestern University
Evanston, IL 60201

Quincy College
Quincy, IL 62301

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60350

Sangamon State University
Springfield, IL 62708

School of the Art Institute
of Chicago
Chicago, IL 60603

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

College of St. Francis
Joliet, IL 60435

## College List #66

MacMurray College
Jacksonville, IL 62650

University of Illinois
at the Medical Center
Chicago, IL 60612

## College List #67

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Bradley University
Peoria, IL 61625

Concordia Teachers College
River Forest, IL 60305

DePaul University
Chicago, IL 60604

Eastern Illinois University
Chalreston, IL 61920

## College List #67
(Continued)

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Greenville College
Greenville, IL 62246

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois State University
Normal, IL 61761

Judson College
Elgin, IL 60120

Lewis University
Lockport, IL 60441

MacMurray College
Jacksonville, IL 62650

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Olivet Nazarene College
Kankakee, IL 60901

Quincy College
Quincy, IL 62301

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Trinity College
Deerfield, IL 60015

Trinity Christian College
Palos Heights, IL 60463

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

## College List #68

Augustana College
Rock Island, IL 61201

Bradley University
Peoria, IL 61625

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

Greenville College
Greenville, IL 62246

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois Institute of Teachnology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Principia College
Elsah, IL 62028

Roosevelt University
Chicago, IL 60605

## College List #68
(Continued)

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

University of Chicago-The College
Chicago, IL 60637

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

## College List #69

Illinois Institute of Technology
Chicago, IL 60616

Millikin University
Decatur, IL 62522

North Central College
Naperville, IL 60540

Northwestern University
Evanston, IL 60201

## College List #70

Illinois Institute of Technology
Chicago, IL 60616

Millikin University
Decatur, IL 62522

North Park College
Chicago, IL 60625

Northwestern University
Evanston, IL 60201

## College List #71

North Central College
Naperville, IL 60540

Northwestern University
Evanston, IL 60201

## College List #72

Augustana College
Rock Island, IL 61201

Aurora College
Aurora, IL 60507

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

Concordia Teachers College
River Forest, IL 60305

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60120

Eureka College
Eureka, IL 61530

Greenville College
Greenville, IL 62246

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois Institute of Technology
Chicago, IL 60616

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

## College List #72
(Continued)

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKlab, IL 60115

Northwestern University
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Trinity College
Deerfield, IL 60015

Trinity Christian College
Palos Heights, IL 60463

University of Illinois-The College
Chicago, IL 60637

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

## College List #73

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

Central YMCA Community College
Chicago, IL 60606

Chicago City College-Truman
Chicago, IL 60640

## College List #73
(Continued)

Chicago City College-Kennedy/King
Chicago, IL 60621

Chicago City College-Malcolm X
Chicago, IL 60612

Chicago City College-Olive-Harvey
Chicago, IL 60628

Chicago City College-Daley
Chicago, IL 60652

College of DuPage
Glen Ellyn, IL 60137

College of Lake County
Grayslake, IL 60030

Danville Junior College
Danville, IL 61832

Elgin Community College
Elgin, IL 60120

Illinois Central College
East Peoria, IL 61635

Illinois Valley Community College
Oglesby, IL 61348

John A. Logan College
Carterville, IL 62918

Joliet Junior College
Joliet, IL 60436

Kaskaskia College
Centralia, IL 62801

Oakton Community College
Morton Grove, IL 60053

Kendall College
Evanston, IL 60201

Kishwaukee College
Malta, IL 60150

Lincoln Land Community College
Springfield, IL 62708

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

McHenry County College
Crystal Lake, IL 60014

Moraine Valley Community College
Palos Hills, IL 60480

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Sauk Valley College
Dixon, IL 61021

Thornton Community College
South Holland, IL 60473

Wabash Valley College
Mount Carmel, IL 62863

William Rainey Harper College
Palatine, IL 60067

## College List #73
(Continued)

Lewis and Clark Community College
Godfrey, IL 62035

Chicago City College-Loop
Chicago, IL 60601

Waubonsee Community College
Sugar Grove, IL 60510

Triton College
River Grove, IL 60171

Richland Community College
Decatur, IL 62523

State Community College
of East Saint Louis
East Saint Louis, IL 62201

## College List #74

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Greenville College
Greenville, IL 62246

Illinois Institute of Technology
Chicago, IL 60616

Illinois Wesleyan University
Bloomington, IL 61761

Judson College
Elgin, IL 60120

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

National College of Education
Evanston, IL 60201

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago,IL 60625

Northwestern University
Evanston, IL 60201

Rosary College
River Forest, IL 60305

School of the Art Institute
of Chicago
Chicago, IL 60603

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Wheaton College
Wheaton, IL 60187

College of St. Francis
Joliet, IL 60435

## College List #75

Augustana College
Rock Island, IL 61201

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

Bradley University
Peoria, IL 61625

Chicago Academy of Fine Arts
Chicago, IL 60601

Chicago State University
Chicago, IL 60628

Columbia College
Chicago, IL 60605

Concordia Teachers College
River Forest, IL 60305

DePaul University
Chicago, IL 60604

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

Greenville College
Greenville, IL 62246

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Knox College
Galesburg, IL 61401

Lewis University
Lockport, IL 60441

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

North Central College
Naperville,IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern Univeristy
Evanston, IL 60201

Olivet Nazarene College
Kankakee, IL 60901

## College List #75
(Continued)

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

School of the Art Institute
of Chicago
Chicago, IL 60603

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana-Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, IL 60187

Kendall College
Evanston, IL 60201

College of St. Francis
Joliet, IL 60435

## College List #76

Augustana College
Rock Island, IL 61201

Barat College
Lake Forest, IL 60045

Blackburn College
Carlinville, IL 62626

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

Concordia Teachers College
River Forest, IL 60305

De Lourdes College
Des Plaines, IL 60016

DePaul University
Chicago, IL 60604

## College List #76
(Continued)

Eastern Illinois University
Charleston, IL 61920

Elmhurst College
Elmhurst, IL 60126

Eureka College
Eureka, IL 61530

George Williams College
Downers Grove, IL 60515

Greenville College
Greenville, IL 62246

Illinois Benedictine College
Lisle, IL 60532

Illinois College
Jacksonville, IL 62650

Illinois State University
Normal, IL 61761

Illinois Wesleyan University
Bloomington, IL 61761

Judson College
Elgin, IL 60120

Knox College
Galesburg, IL 61401

Lake Forest College
Lake Forest, IL 60045

Lewis University
Lockport, IL 60441

Loyola University of Chicago
Chicago, IL 60611

MacMurray College
Jacksonville, IL 62650

McKendree College
Lebanon, IL 62258

Millikin University
Decatur, IL 62522

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

National College of Education
Evanston, IL 60201

National College of Education-Urban
Chicago, IL 60601

North Central College
Naperville, IL 60540

North Park College
Chicago, IL 60625

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

## College List #76
(Continued)

Olivet Nazarene College
Kankakee, IL 60901

Principia College
Elsah, IL 62028

Quincy College
Quincy, IL 62301

Rockford College
Rockford, IL 61101

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Sangamon State University
Springfield, IL 62708

School of the Art Institute
  of Chicago
Chicago, IL 60603

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

Trinity Christian College
Palos Heights, IL 60463

University of Illinois-Chicago Circle
Chicago, IL 60680

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

Wheaton College
Wheaton, Il 60187

College of St. Francis
Joliet, IL 60435

## College List #77

Barat College
Lake Forest, IL 60045

Bradley University
Peoria, IL 61625

Chicago State University
Chicago, IL 60628

Eastern Illinois University
Charleston, IL 61920

Greenville College
Greenville, IL 62246

Illinois State University
Normal, IL 61761

Lake Forest College
Lake Forest, IL 60045

Loyola University of Chicago
Chicago,IL 60611

MacMurray College
Jacksonville, IL 62650

Monmouth College
Monmouth, IL 61462

Mundelein College
Chicago, IL 60660

National College of Education
Evanston, IL 60201

Northeastern Illinois University
Chicago, IL 60625

Northern Illinois University
DeKalb, IL 60115

Northwestern University
Evanston, IL 60201

Quincy College
Quincy, IL 62301

Roosevelt University
Chicago, IL 60605

Rosary College
River Forest, IL 60305

Saint Xavier College
Chicago, IL 60655

Southern Illinois University
Edwardsville, IL 62026

Southern Illinois University
Carbondale, IL 62901

Governors State University
Park Forest South, IL 60466

Trinity College
Deerfield, IL 60015

University of Illinois
Urbana/Champaign
Urbana, IL 61801

Western Illinois University
Macomb, IL 61455

## College List #78

Black Hawk College
Quad Cities Campus
Moline, IL 61265

Carl Sandburg College
Galesburg, IL 61401

College of DuPage
Glen Ellyn, IL 60137

Elgin Community College
Elgin, IL 60120

Illinois Valley Community College
Oglesby, IL 61348

Kaskaskia College
Centralia, IL 62801

Lake Land College
Mattoon, IL 61938

Illinois Eastern Community College
Lincoln Trail
Robinson, IL 62454

Moraine Valley Community College
Palos Hills, IL 60480

Parkland College
Champaign, IL 61820

Prairie State College
Chicago Heights, IL 60411

Rock Valley College
Rockford, IL 61101

Thornton Community College
South Holland, IL 60473

William Rainey Harper College
Palatine, IL 60067

Lewis and Clark Community College
Godfrey, IL 62035

Southeastern Illinois College
Harrisburg, IL 62946

Morton College
Cicero, IL 60650

Richland Community College
Decatur, IL 62523

# SECTION V

# TEACHING INFORMATION
# FOR PUBLIC SERVICE INTERNSHIPS

# TEACHING INFORMATION FOR PUBLIC SERVICE INTERNSHIPS

There are many instructional methods and teaching strategies. The method or strategy utilized must be the one most effective and efficient for the teacher-coordinator given the geogragraphical area of the program, course objectives and content, student population, facilities, community resources, instructional materials, time, and costs.

One of the basic components of the Elk Grove High School Public Service Practicum is to write career performance objectives and identify job competencies in performance terms. The completion of these objectives by the students are essential for effective instruction to occur.

The Elk Grove High School training plans in this guide are the result of examining the tasks required of various occupations to determine the knowledge, skills, and competencies needed by the student to achieve success in being employed in those occupations. The training plans provide general-related instructional and specific-related instructional performance objectives. Upon the completion of the written performance objectives, learning activities were developed in order to provide students with the opportunity to acquire the knowledge, skills, and competencies of the career objective training plan.

Finally, a method of measuring the students' competencies in relationship to the performance objectives was developed by utilizing the following:

Different Methods of Evaluating Students:

- - - weekly evaluation reports
- - - individual discussions of specialized readings related to the internship experience
- - - classroom discussions of political behavior as related to all of the practicum program internships
- - - training station evaluation form completed by the public service trainer
- - - training station notebook
- - - research paper
- - - semester oral examination

## TEACHING UNITS

Teaching units may be developed around each of the career objectives as stated in the training plans.

As there are different instructional methods, likewise there are a number of ways to write a teaching unit. One suggested form for the development of a teaching unit follows:

Training Plan Career Performance Objective________________________

______________________________________________________________

General Related Instruction Performance Objective Competencies___

______________________________________________________________

Specific Related Instruction Performance Objective Competencies__

______________________________________________________________

Suggested Learning Activities______________________________

______________________________________________________________

Resources Needed_______________________________________

Evaluation of the Objective_________________________________

A special mention should be made of the career performance objective competencies. The objective competency is a statement of the desired outcome of the instruction; it is a statement specifying what a student will be able to do if he or she masters the objective. Career goals stated in performance terms, assist the teacher and student in establishing objectives to make the subject relevant to the lives of the student. Performance objective competencies describe the duties of the public service trainer, e.g., state representative, village manager, township official and they are stated in the training plan so that the teacher-coordinator and the student understand them and their relation to the career performance objective.

The career performance objective -- training plans, suggested learning activities, and resources which are provided in the guide are in loose-leaf form so that the teacher-coordinators and other interested educators may easily remove them and utilize them in an internship program.

# TEACHING THE ELK GROVE HIGH SCHOOL PUBLIC SERVICE PRACTICUM

The students begin with a two week orientation to the Public Service Practicum. In this orientation, the students are introduced to the following:

1. Program philosophy, outline, and evaluation form.
2. Student responsibilities, e.g., at the training station, confidentiality, and to the classroom.
3. Training plan, career performance objectives, competencies and learning activities.
4. Classroom instructional meetings of political behavior and political terms as related to the internship experience, individual discussions of specialized readings, paragraph writing of specialized readings, maintaining an internship notebook, research paper, and oral semester examination.
5. Public service station information.
6. Internship application, resume writing, and interviewing.
7. Distribute individual readings to each student in preparation for their internship experience, e.g., for State Representative The Illinois Legislative Structure and Process and Bill Drafting Manual.
8. Introduction to Career Awareness books, such as:
   Careers in the Services
   Careers in the Legal Profession

*Civil Service Careers*
*Banking and Finance Careers*
*Psychology and Counseling Careers*
*Marketing and Advertising Careers*
*Your Future as a Lawyer*
*Exploring Apprenticeship Careers*
*Your Future in a Mental Health Career*
*Your Future in Social Work*
*Aim for a job in the Allied Health Field*
*Opportunities in Public Relations*
*Opportunities in Psychology Careers Today*
*Opportunities in Law Enforcement*
*Opportunities in Architecture Today*
*Opportunities in Recreation and Leisure*
*Opportunities in Forestry*
*Opportunities in Environmental Careers*
*Washington Information Directory*
*Illinois Personnel Detail*
*Directory of Undergraduate Internship Programs*
*Directory of Washington Internship Programs*
*Preparing for Public Service Occupations*

9. Materials distributed to students during the two-week orientation period:
   - a. Practicum philosophy
   - b. Practicum outline
   - c. Practicum evaluation form
   - d. Practicum program agreement
   - e. Student's particular training plan
   - f. Northwest Regional Educational Laboratory publication

Student Guide to Writing a Journal The student maintains a notebook on training station observations and activities.

g. Northwest Regional Educational Laboratory publications Student Competencies Guide: Survival Skills for a Changing World (expose students to the competencies) and Student Record of Community Exploration (to see how the student will learn in the community)

h. Curriculum/Careers Handbook published by 1978 Goals Unlimited which provides information on:

"What Do You Know About Career Planning?"

"Knowing Youself and Taking the Necessary Steps to Plan Your Future"

"School is Relevant - - School Subjects and Related Careers"

"Careers Related to the U.S. Department of Labor 13 Clusters - - Projected Annual Openings Through 1985 and Salary Ranges"

"Tips On Finding and Obtaining A Job"

i. Public Service Jobs After Secondary School

Suggested Occupational Course Sequence

Sources of Additional Information on Public Service Occupations

Dr. Jack Humberts "Job Interviewing Tips"

j. Review training station placement and transportation with the students

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k. Discussion of definitions pertaining to political terms, tasks of a political organization, bases of influence in a community and self-maintenance as they will relate to the student's internship experience stressing the importance of understanding political behavior and that it is essential in order for a person to be effective in his or her life pursuits. What follows is a copy of the definitions.

## DEFINITIONS OF POLITICAL TERMS

1. INFLUENCE - Impact on someone's behavior (not conscious). The ability to get others to act, think, or feel as one intends.
2. POWER - Intentional impact on others (conscious). It refers to the controlling influence which some persons have over the behavior of others. It may be based on wealth, family, social position, public office, corporate enterprise, union labor, press, and media.
3. AUTHORITY - Acknowledged ability to carry out desires, e.g., when the government levies an income tax, it does so upon the basis of its authority to raise and collect money.
4. POLITICS - It is the process of determining and applying public policy, e.g., passing or defeating a bill in the legislature.
5. DECISION MAKING - The process in which a person selects from two or more possible choices. The selection from alternatives are short-range.
6. POLICY-MAKING - When decisions become precedents, you have policy. It is an evoked set of alternatives, but long-range.
7. INTEREST - Recognizing something we want; has value to yourself.
8. INTEREST GROUP - Body that has a common relationship of values.
9. POLITICAL PARTY - Organized group that makes nominations and contests elections in the hopes of gaining control over the personnel and policies of government.
10. LEGITIMACY - The fact a person has the right to act.

### TWO TASKS OF A POLITICAL ORGANIZATION:

1) Policy-making (control of decision-making)
2) Self-maintenance (remain in power)

### THE BASES OF INFLUENCE IN A COMMUNITY ARE:

1) Press Media
2) Civic Organizations, e.g., P.T.A.
3) Business Community
4) Ethnic groups
5) Labor
6) Church
7) Government
8) Parties
9) Agriculture
10) Professional Organization

## SELF-MAINTENANCE

Ways that the above interest groups try to bring about a consensus to remain in power and not upset the equilibrium:

1. Resolution of Internal Conflict: Organizations try to resolve conflicts among themselves; search for workable compromises.
2. Recruitment - bring into operation (organization) bright young people, develop a continuity of leadership.
3. Co- optation - absorption of new elements into the system. Bringing into the system divergent views to work for your benefit, e.g., potential critic becomes useful to party he /she was criticizing.
4. Rewards and punishments - jobs offered, promotions, some people fired, etc. . .
5. Communications - up and down and within and without. Try to reach people in power to explain the problems so all sides of a question are understood. Problem of public officials is that often their advisers only tell them what "they should" hear. It is important that the public official is not isolated.
6. Housekeeping - fundraising, staffing of the organizations, distribution of literature, etc. . .

1. Other materials distributed during the two week period:
    1. Information for students in the Public Service Practicum
    2. Associate instructor (public service trainer) information
    3. Card which is student hall and transportation pass (community resources project)
    4. Weekly report submitted by the students to the teacher/co-ordinator (weekly community resources report)
    5. Research paper for the first semester
    6. Research paper for the second semester

Copies of the above forms follow:

# INFORMATION FOR STUDENTS IN THE PUBLIC SERVICE PRACTICUM

1. For the First semester you are in class every day for the first two weeks during the last school period for orientation to your Public Service Station and related careers.
2. Commencing the third week of school, you are in class one day per week and serve your internship at the Public Service Station between 6 to 8 hours per week. This usually is a two day per week commitment. The remaining two days per week are for individual reading, working on projects, etc... From time to time, individual meetings will occur in place of the regular class meeting on Mondays.
3. For the Second semester you are in class every day for the first week during the last period of the school day. Your internship commences the second week of the semester.
4. The nature of the practicum (internship and one day per week in class for instruction) requires attendance on a regular basis for passing the course.
5. If you are absent from class, you are to summarize in a couple of paragraphs the main idea of the assigned readings and indicate how they relate to the course materials, e.g., philosphy, outline, or training plan. These paragraphs should be handed in to the instructor the following week.
6. If you are unable to attend your Public Service assignment due to illness, etc., you are responsible to contact the public service trainer. If the public service trainer is not available, contact your Teacher/Coordinator.

7. You should always wear appropriate dress, e.g., if going to Court or a legislative meeting - girls wear dresses and boys, a tie, jacket, etc.
8. Your behavior should always be that of a lady or gentleman.
9. You must respect confidential information.
10. Each week, turn in a form entitled "Weekly Community Resource Report." The form should be completed and signed by your Public Service Supervisor for that day.
11. You must keep a notebook which summarizes your activity each day at the Public Service Station. The notebook will be collected prior to the end of the:
    1st quarter_____2nd quarter_____3rd quarter_____4th quarter_____
12. A research paper based on your field experience and readings will be collected prior to the end of the first semester________and second semester__________.
13. There are no written tests during the semester. However, each student will have a one period oral examination within two weeks prior to the end of the semester.
    1st semester commences______2nd semester commences______
14. In attending any breakfast, lunch or dinner meeting as well as conferences, seminars, etc., you should wear proper attire and pay for your own expenses.
15. There will be a banquet in May.
16. If you have any questions, concerns, problems, etc. contact your Teacher/Coordinator at school or home in the evenings.

## 2. ASSOCIATE INSTRUCTOR INFORMATION

Student:

Associate Instructor:

Address:

Telephone:

If you are unable to attend your Public Service assignment due to illness, etc., you are responsible to contact the associate instructor.

FRONT: 3. COMMUNITY RESOURCES PROJECT

This card certifies that __________________________ is participating in a Community Resources Project. This pass entitles the bearer to any transportation, hall passage, or other privileges provided for therein.

Valid during time indicated: ________ to _________.

Days of the Week: M T W TH F

________________________________ Coordinator

BACK: Assignment: ________________________________

Resource Person: ______________________________

Address: ______________________________________

Placement telephone number: ___________________ Bus. Co.: ___________________
Cab Co.: ___________________

School Code: _______________

## 4. WEEKLY COMMUNITY RESOURCE REPORT

Date ______________________ Name ______________________

Learning Center ______________________

Specific Experience ______________________

Describe your primary activities this week:

Monday ______________________

______________________

Tuesday ______________________

______________________

Wednesday ______________________

______________________

Thursday ______________________

______________________

Friday ______________________

______________________

Saturday ______________________

______________________

Sunday ______________________

______________________

## WEEKLY ATTENDANCE REPORT

Example: Time In -- 9:00
Time Out --10:30
No. of Hours -- 1 hr. 30 min.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| Time In | | | | | | | |
| Time Out | | | | | | | |
| No. of Hours | | | | | | | |

Total Time for Week ______________________ (Example: 9 hours 30 [illegible].)

Date____________________________ ____________________________________
Associate Instructor's Signature

1. What experience did you enjoy the most this week? Explain why.

2. Did your associate instructor introduce you to new subject material or operations this week? Yes_____No_____Explain:

3. What experience did you enjoy the least this week? Explain why.

4. Did you encounter any problems this week? Yes_____No_____
Explain:

5. Did you discuss these problems with your associate instructor?
Yes_______No________

6. Are these problems solved? Yes_____No______

7. Do you need additional help in solving any of the problems?
Yes_____No______
If yes, please make an appointment to see me.

8. Would you like to be observed next week? Yes_____No______
If yes, please circle the specific day:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

9. Additional comments:____________________________________________

## 5. RESEARCH PAPER

## PUBLIC SERVICE PRACTICUM COURSE - FIRST SEMESTER

Write on 7 of the following 10 topics. You MUST complete topics 8, 9, and 10.

1. Develop an agenda for three meetings of your area of public service. Indicate the priority items to be discussed.
2. Publish a news release about your area of public service, e.g., who, what, when, where, and why.
3. Develop a general program for a student who will be pursuing a career in your area of public service. Make reference to your present experience.
4. Discuss general related topics of classroom instruction for a program in your area of public service.
5. From your public service experience, answer the following questions: Who has influence? Who is subject to influence? How does influence work?
6. From your public service experience, illustrate four of the tasks of a political organization listed in the course outline.
7. From the course outline, illustrate how three "Bases of Influence in a Community" had an effect on your area of public service.
8. Discuss the skills necessary for you to be employed in your area of public service.
9. Discuss the relationship between school, community, business, government, and your area of public service.
10. Describe the changes you would make in order to improve another student's experience in your area of public service.

## RESEARCH PAPER

## PUBLIC SERVICE PRACTICUM COURSE - SECOND SEMESTER

Complete the 3 topics you did not complete first semester, plus the following:

1. Develop a one semester calendar of activities for your public service area.
2. Develop a follow-up instrument for your public service experience. This is a form you would complete one year after having taken the public service course.
3. From the course philosophy and your public service experience, discuss the types of people who become employed in your area of public service.
4. From the course philosophy and your public service experience, what kinds of decisions do public service people make and what are the factors that influence their decisions?

Commencing the third week of school, the student is in class one day per week (usually Mondays) for instruction purposes and serves an internship at one or two training stations between 6 to 8 hours per week consistent with the Department of Labor regulations. This is a two day per week committment. The remaining two days per week are for individual readings in the subject area of the internship doing research, working on learning activities, etc.
In the meantime, the four days per week that students are absent from class provides the teacher/coordinator with the opportunity to visit (in conjunction with two other released periods in the day) the training stations, have conferences with students, and conduct individual instructional sessions with students. During the on site visitation, the coordinators discussion with the public service trainer should lead to new learning activities which reflect current or future activities of the training station.

## ILLUSTRATION OF TEACHING DAY

The teaching method for the class usually is a combination of lecture and discussion. The lecture is a semiformal presentation of information, concepts, etc., to the students which serves to introduce a subject, indicate its importance, give guidance for subsequent learning activities, and/or provide the direction for completing a career performance objective.

The discussion technique includes questions, answers, and comments from the instructor in combination with questions, answers, and comments from students. The discussions are directed toward learning goals such as understanding political behavior (as a form of human behavior) at the various training stations. All student interns should be able to describe politics as the whole process by which public policies are determined and public affairs conducted.

## TEACHING METHOD: WEEKLY CLASSROOM SESSIONS

The major source used for the weekly classroom sessions is American Political Behavior.* In the preface to teachers Mehlinger and Patrick state "Through the study of politics important lessons can be learned about the management of conflict, the resolution of issues, the distribution of rewards and punishments, the mechanisms of social change, and the maintenance of order. Knowledge of politics can contribute to the attainment of individual or group goals. Those who understand the political behavior of their society possess a foundation from which to devise fruitful political strategies...Comprehension of the ways that public officials make decisions can contribute to the development of effective techniques for influencing the conduct of government." The use of the American Political Behavior book, teachers' guide and worksheets provide the opportunity for students to learn skills such as critical thinking and inquiry; how social science methods can gather, classify, and interpret information, state and verify hypotheses; distinguish between factual claims and value statements; make reasoned value judgments; develop the ability to perceive politically relevant experiences; to assist students in developing the ability to formulate and use concepts and explanations about politics in order to better understand the day to day workings of government, and to assist students in developing an appreciation, understanding, and committment to civic responsibility.*

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*Howard Mehlinger and John L. Patrick, American Political Behavior, Ginn and Company (A Xerox Company) Lexington, Mass, 1972, preface to teachers.

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*Teachers' Guide for American Political Behavior pp. 2-3

## SAMPLE LESSON

**Assignment** -- Read *American Political Behavior* pp. 1-17 which discusses political behavior topics such as influence, political techniques, and policy decisions. After discussing the pages read, the following questions are distributed to the students to relate the classroom instruction to their public service experience:

1. Review the questions on page 11 and indicate two issues and two value conflicts in your public service area.

2. Review the questions on page 12 and indicate two techniques and two political resources available to your public service person to try and influence the behavior of others.

3. Review the questions on page 14 and indicate two policy decisions that have been made by your public service person. Indicate an example of compromise or the lack of compromise in the policy decision.

4. Review the questions on page 16 and indicate two rules followed by your public service person which controlled or directed behavior in a given situation.

Assignment -- Read American Political Behavior pp. 24-29 which focuses on the purposes and techniques of the social science approach to the study of political behavior. After discussing the pages read, the following questions are distributed to the students to relate the classroom instruction to their internship experience:

1. What type of survey or questionnaire should your public service person prepare for distribution in order to assist him or her in determining the relationship between the functions and performances of that public service area? Prepare at least three questions that illustrate functions of the public service area, and to wit, the answers will provide information as to the performance of your public service person, department, or agency.

2. In order to better understand the decision-making process and human behavior in your public service area, review Example 2 - Public Policy-Making in Levittown, on page 25, and indicate at least three examples of the behavior of public policy-makers (your public service instructor or instructors) and the behavior of those who try to influence public policy.

3. What techniques did you use to answer question two, e.g., direct observation, interviews, reading documents, etc.? Explain your answer.

Assignment -- After eight weeks of the course, the students should complete the "Learning Activities" form and discuss their experience with the teacher/coordinator.

## PUBLIC SERVICE PRACTICUM LEARNING ACTIVITIES

For your public service internship experience, prepare a learning activity package as follows:

1. State 3 objectives of your experience. An objective is the end result toward which your effort is directed. The objective must be so stated that you will be able to demonstrate the achievement of that objective.

For example, describe how teachers help students learn to think critically, e.g., an assignment for students to prepare a legal brief of a case to discover the issues and determine what the court says is the law.

2. For each objective, explain why it is important to achieve the stated objective and how it can benefit you.

3. For each objective, cite experiences at the public service station which will assist you in learning the objectives.

4. For each objective, list high school courses, skills, and tasks which will assist you in learning the competencies necessary to be successful in your public service station.

5. Format to follow:

   A. State the Public Service area ______________________
   B. State the 3 objectives ______________________
   ______________________
   ______________________
   C. Explain importance of achieving objectives and how the objectives benefit you
   D. Cite Public Service experiences.
   E. List high school courses
   F. List skills
   G. List tasks
   H. List competencies

## TEACHING METHOD: INDIVIDUAL MEETINGS

From time to time, individual meetings will occur in place of the regular one day per week classroom meeting. The purpose is to provide individualized instruction for the student in his or her internship area of interest. Instructional materials and resources are provided for a particular unit of instruction, e.g., State Representative, Chicago Crime Commission, Village Health Official, Township Official, etc.

Since the program is tailored to each student, particular attention in overall planning must be given to the needs and abilities of the individual. Selection of objectives and the choice of materials will vary with each student. By providing appropriate feedback, the student has the opportunity to develop self-confidence in his or her ability to learn on his or her own.

What follows is a copy of the form issued to students for individual readings and discussions in the students' internship experience.

### PUBLIC SERVICE PRACTICUM INDIVIDUAL MEETINGS

TO:
FROM:

I will meet with you on ______________________ ______________
(day of week) (date)

during period ______________________________ in room __________

We will be discussing your public service experience.
Bring your practicum materials with you.

| STUDENT NAME | SAMPLE ASSIGNMENT | DATE DUE |
|---|---|---|
| | | |

| STUDENT NAME | SAMPLE ASSIGNMENT | DATE DUE |
|---|---|---|
| Jane Doe - - State Representative Intern | An Introduction to the General Assembly pp. 19-23, 119-137, and 147-157 | October 9 |
| John Doe - - Chicago Crime Commission Intern | Illinois New Crime Legislation - - What Does It Do? pp. 1-12<br>Illinois New Sentencing Laws The Effect on Sentencing in Cook County: Some Early Returns pages 1-15 of testimony of the Executive Director of the Chicago Crime Commission | October 10 |

## PUBLIC SERVICE PRACTICUM ASSIGNED READINGS

For each reference material assigned, summarize in a couple of paragraphs the main idea of the readings and indicate how they relate to the course materials, e.g., philosophy, outline, training plan, or internship experience.

The paragraphs on the above assigned readings are handed in to the teacher/coordinator on the day of the individual discussion of said material.

## TRAINING PLANS AND LEARNING ACTIVITIES

The training plan serves as a guide for the student, public service person and coordinator with regard to organizing the instruction and correlating the classroom experience at the public service station. Learning activities will provide the student with the knowledge, skills, and competencies required to develop entry level skills for which the student is being trained.

## DIFFERENT TYPES OF LOCAL GOVERNMENT CAN PRODUCE A VARIETY OF TRAINING PLANS

In traveling the countryside of Illinois you would pass through areas where the farms are widely separated and only a few people can be seen working in the fields. Every so often you come to a small town or village, with a number of stores and perhaps some small industries. Then, after a while, you would come to the busy streets of a city, where many people work in factories, stores, and offices. Outside of the city is your suburban community, primarily a residential area which may have an industrial park, various businesses, and recreational areas.

This brief description shows that there are many different types of local communities in Illinois and for that matter, in the United States. People live and work under widely different conditions, and therefore, they have different problems which they try to solve by means of their local governments. Our system of local government (counties, cities, towns, villages, townships, parks, and libraries) enables a community to have the kind of government which it wants, and which is best suited to serve its needs.

In Illinois, for purposes of utilizing community resources and developing training plans, we should keep in mind that most school districts are located in counties and townships. There are 1437 townships in Illinois; 85 counties have township governments within their boundaries, 17 counties have county commissioners and no township governments within their boundaries. Also the form of government may be the same for different communities of varying sizes, e.g., city form of government for Chicago, Granite City, and Marengo. As a result, there are numerous opportunities to develop a variety of training plans.

What follows is a sample form to be used in the development of training plans.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: ______________________________
______________________________

Training Station ______________________________

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | |

## ELK GROVE HIGH SCHOOL

## TRAINING PLANS AND LEARNING ACTIVITIES

The following training plans and learning activities are used for the Elk Grove High School Practicum Internship program. However, they can be made applicable to other school districts. As stated previously, the coordinator's visitation to the training station should lead to new learning activities which reflect current or future activities of the training station.

Sample training plans and learning activities are provided on the following pages for the public service occupations as listed below:

Village Manager
Village Trustee
Director of Finance
Village Health Official
Village Community Services Official
Library Administrator
Township Official
State's Attorney
State Representative and/or State Senator
Lawyer
Clerk of the Court
Attorney General Consumer Protection Division
Member of the U.S. House of Representatives
Chicago Crime Commission
Government Affairs, Public Relations, and Political Consultant
Park District Official

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Village Manager

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Village Manager intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Village Manager. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Village Manager. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering village government. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a village government. | | X | | | | | |
| 8. The student should become aware of the function of the various village departments and department procedures. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the village practicum information book, municipal code, building codes and zoning ordinances, and other related materials. | X | X | | | | | |
| 2. The student will have an interview with a Village Manager as to his or her duties, powers, and responsibilities to the Village Board. | | X | | | | | |
| 3. The student will have an interview with the Village President as to his /her duties, powers, and responsibilities. | | X | | | | | |
| 4. The student will become aware of day-to-day operations of the Village and the Village Manager's duties such as: | | | | | | | |
| a. Hiring of personnel. | | X | | | | | |
| b. Planning. | | X | | | | | |
| c. Enforcing all laws. | | X | | | | | |
| d. Directing all municipal departments in providing effective and efficient services to the public. | | X | | | | | |
| e. Advising the President and Village Board of community needs and in presenting policy alternatives and recommendations to meet those needs. | | X | | | | | |
| f. Intergovernmental cooperation. | | X | | | | | |
| 5. The student will have a budget review with the Village Manager: | | | | | | | |
| a. How is the budget developed? | | X | | | | | |
| b. How are priorities established? | | X | | | | | |
| c. How are monies disbursed? | | X | | | | | |
| 6. The student should become aware of how the Village was planned and what is the "proposed future" of the Village. | | X | | | | | |
| 7. The student should become familiar with the management and function of the following: | | | | | | | |
| a. Village Board | | X | | | | | |
| b. Village Clerk Department | | X | | | | | |
| c. Finance Department | | X | | | | | |
| d. Police Department | | X | | | | | |
| e. Health Services | | X | | | | | |
| f. Community Services | | X | | | | | |
| g. Public Works and Engineering Department | | X | | | | | |
| h. Building and Zoning Department | | X | | | | | |
| i. Fire Department | | X | | | | | |
| j. Village Public Library | | X | | | | | |
| 8. The student should become aware of the education and preparation necessary to become a Village Manager. | | X | | | | | |
| 9. The student should attend a minimum of five Village Board meetings. In addition, the student should attend committee meetings (judiciary, planning and | | | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| zoning, capital improvements, and personnel) and meetings of boards and commissions. | | X | | | | | |
| 10. The student should become familiar with the writing of village reports. | | X | | | | | |
| 11. The student should become familiar with the keeping of village records. | | X | | | | | |
| 12. The student should be afforded the opportunity to attend conferences with the Village Manager. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. A student should observe the Village Manager functions and decision-making process of village government by attending village department, committee, commission, and board meetings. The procedures followed and actions taken by the participants should be discussed with the Village Manager and a written report of the student's observations should be submitted to the Teacher/Coordinator and discussed with him or her.

2 A student should observe and review current intergovernmental cooperation activities (e.g., share +3: a cooperative effort by eight municipalities to obtain Lake Michigan water through the city of Chicago and jointly develop engineering and financing plans), with various local governments, organizations, and the state to improve its services and advance its interest. Then the student should investigate and prepare a written report on the need for intergovernmental cooperation in a particular situation as an alternative to saving taxes or lowering standards of service. The report should be discussed with the Village Manager and the Teacher/Coordinator.

3. Have the student deal with the problem of a department head suddenly submitting a resignation to be effective in two months. It is important to name his/her successor as soon as possible, so there would be no disruption of services.

   The student should prepare a report indicating how the problem should be handled as well as the required qualifications of the new department head. The report should be discussed with the Village Manager and the Teacher/Coordinator.

4. Based on the current budget, the student should develop a sample village budget for next year using the zero-base process step by step as follows:

   a. Develop planning assumptions
   b. Identify "decision units"
   c. Analyze each decision unit
   d. Review and reallocate resources -- the ranking
   e. Prepare detailed budgets
   f. Evaluate performance

5. The student should prepare a survey about "How Citizens Feel About the Effectiveness of their Local Government." Some of the questions to be included in the survey are:

a. Do local government decisions have the interest of the citizens in mind?
b. Is local law enforcement effective?
c. Are local government employees effective in their jobs?
d. Are local government services equally available to the entire community?

The survey questions should be reviewed and discussed with the Village Manager. Upon the completion of the survey, the results should be tabulated by the student and written recommendations submitted to the Village Manager and the Teacher/Coordinator. The written report should be discussed with the Village Manager and Teacher/Cooordinator.

## RESOURCES

1. Public Service Trainer and Village Personnel.

2. Village government folder of job descriptions, services provided, etc.

    Zero Base Planning and Budgeting
    Government Accounting, Auditing, and Financial Reporting
    Current Village Budget
    Illinois Municipal Handbook
    Village Municipal Code
    Casebook of Municipal Problems
    Activities for Examining State and Local Public Problems
    Activities for Studying Local Government
    Visual Masterson Local Government
    Things from Local Government

## EVALUATION

1. Suggestions are made in the above activities.

2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Village Trustee

Training Station

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Village Trustee intern. | X | | | | | | |
| c. work permit in the event of employeemnt. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card | X | | | | | | |
| 2. The student will write a letter of application for an interview with a Village Trustee. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with a Village Trustee. | | X | | | | | |
| 5. The student will demonstrate good grooming | X | X | | | | | |
| 6. The student will learn methods of administering village government. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of village government. | | X | | | | | |
| 8. The student should become aware of the functions of the various village departments and department procedures | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read the village practicum information book, municipal code, building codes, and zoning ordinances. | | X | | | | | |
| 2. The student will have an interview with a Village Trustee as to his or her duties, powers and responsibilities to the residents of the community, | | X | | | | | |
| 3. The student will spend a minimum of two weeks introduction to the following: | | | | | | | |
| a. adoption of ordinances. | | X | | | | | |
| b. authorizing payment of bills. | | X | | | | | |
| c. approving the annual budget. | | X | | | | | |
| d. levy taxes. | | X | | | | | |
| e. awarding contracts involving village business. | | X | | | | | |
| 4. The student will have a budget review with the Village Trustee: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 5. The student should become aware of how the village was planned and what is the "proposed future" of the village. | | X | | | | | |
| 6. The student should become familiar with the functions of the following: | | | | | | | |
| a. Village Manager | | X | | | | | |
| b. Village Clerk | | X | | | | | |
| c. Finance Department | | X | | | | | |
| d. Police Department | | X | | | | | |
| e. Health Services | | X | | | | | |
| f. Community Services | | X | | | | | |
| g. Public Works and Engineering Department | | X | | | | | |
| h. Building and Zoning Department | | X | | | | | |
| i. Fire Department | | X | | | | | |
| j. Village Public Library | | X | | | | | |
| 7. The student should become aware of the skills, preparation, electioneering, etc. necessary to become a Village Trustee. | | X | | | | | |
| 8. The student should become familiar with the relationship of village government to other units of government. | | X | | | | | |
| 9. The student should attend a minimum of five village board meetings. In addition, the student should attend committee meetings (judiciary, planning and zoning, capital improvements, and personnel) and meetings of board and commissions. | | X | | | | | |
| 10. The student should become familiar with the writing of village reports. | | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 11. The student should become familiar with the keeping of village records. |  | X |  |  |  |  |  |
| 12. The student should be afforded the opportunity to attend conferences with the Village Trustees. |  | X |  |  |  |  |  |

## SUGGESTED LEARNING ACTIVITIES

1. A student should observe the Village Trustee functions and decision-making process of Village government by attending Village committee, commissions, and board meetings. The procedures followed and actions taken by the participants should be discussed with a Village Trustee. A written report of the students observations should be submitted to the Teacher/Coordinator and discussed with him or her.

2. Select an issue of concern to the local community in which a change in village policy is desired. A student should make a report indicating the process to be followed for instituting a policy change as well as reasons for and against the change. In addition, the student should prepare a resolution or ordinance (whichever is appropriate) dealing with the issue. This report and the resolution or ordinance should be discussed with a Village Trustee and the Teacher/Coordinator.

3. It is natural to be aware of the unpleasant or unsuccessful things about us. We are likely to take the good things for granted and often fail to give proper credit for them. A student should investigate and describe in a written report one service or function of village government which adds to the quality of life in the community. Why did the service or function come about? The report should be discussed with a Village Trustee and Teacher/Coordinator.

4. The student should have a budget review of the zero-base process with a Village Trustee. In addition, the student should attend budget committee meetings and the public hearing. The student should be able to explain to the satisfaction of the Village Trustee and the Teacher/Coordinator the following:

    a. How is the budget developed?
    b. How are priorities established?
    c. How are monies disbursed?

5. A student should observe and review current intergovernmental cooperation activities (Northwest Municipal Conference: A regional association of sixteen municipalities and townships representing a population of over 500,000 in our area to advance intergovernmental cooperation and to solve areawide problems) with various local governments, organizations, and the state to improve its services and advance its interest. Then the student should investigate and prepare a written report on the need for intergovernmental cooperation in a particular situation as an alternative to raising taxes or lowering standards of service. The report should be discussed with a Village Trustee and the Teacher/Coordinator.

## RESOURCES

1. Public Service Trainer and Village Personnel
2. Village Government Folder of Job Descriptions, Services Provided, etc.

   Zero Base Planning and Budgeting
   Current Village Budget
   Village Municipal Code
   Casebook of Municipal Problems
   Activities for Examining State and Local Public Problems
   Visual Masters on Local Government
   Things from Local Government
   Illinois Municipal Handbook
   Government Accounting, Auditing, and Financial Reporting

## EVALUATION

1. Suggestions are made in the above activities.
2. One or more techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Director of Finance

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Village Director of Finance intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Director of Finance. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Director of Finance. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the Finance Department. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a village finance department. | | X | | | | | |
| 8. The student should become aware of the function of the various village departments and department procedures. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the village practicum information book, municipal code, building codes, zoning ordinances, and appropriate materials on finance. | X | X | | | | | |
| 2. The student will have an interview with members of the Finance Department as to revenue, property tax distribution, and expenditures. | | X | | | | | |
| 3. The student will become aware of the following: | | | | | | | |
| a. adoption of ordinances. | | X | | | | | |
| b. authorizing payment of bills. | | X | | | | | |
| c. approving the annual budget. | | X | | | | | |
| d. levying taxes. | | X | | | | | |
| e. awarding contracts involving village business. | | X | | | | | |
| 4. The student will have a budget review with the Director of Finance: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 5. The student should become aware of how the village was planned and what is the "proposed future" of the village. | | X | | | | | |
| 6. In relation to the budget, the student should become familiar with the function of the following: | | | | | | | |
| a. Village Manager | | X | | | | | |
| b. Village Clerk | | X | | | | | |
| c. Finance Department | | X | | | | | |
| d. Police Department | | X | | | | | |
| e. Health Services | | X | | | | | |
| f. Community Services | | X | | | | | |
| g. Public Works and Engineering Department | | X | | | | | |
| h. Building and Zoning Department | | X | | | | | |
| i. Fire Department | | X | | | | | |
| j. Village Public Library | | X | | | | | |
| k. Village Trustees | | X | | | | | |
| 7. The student should become aware of the education, preparation and skills necessary to become a Village Finance Director. | | X | | | | | |
| 8. The student should become familiar with the relationship of village government to other units of government in such areas as joint purchasing (services, commodities, etc.). | | X | | | | | |
| 9. The student should attend a minimum of three village board meetings. In addition, the student should attend the budget hearings. | | X | | | | | |
| 10. The student should become familiar with the writing of finance reports. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 11. The student should become familiar with the accounting of village fiscal transactions. | | X | | | | | |
| 12. The student will become aware of the following: | | | | | | | |
| a. the billing of water and sewer utility customers. | | X | | | | | |
| b. collecting village revenue. | | X | | | | | |
| c. purchasing village equipment and supplies. | | X | | | | | |
| d. preparation of payroll. | | X | | | | | |
| e. administering the village's group and public liability insurance program. | | X<br>X | | | | | |
| f. coordinating public competive bidding activities and awarding of contracts. | | X | | | | | |
| g. the operation of the business computer system. | | X | | | | | |
| h. front desk cashier e.g., receiving money. | | X | | | | | |
| i. department accounts payable, e.g., receiving invoices, approval of invoices, preparation of warrants for the village boards approval, return of warrants to the finance department to issue checks. | | X<br>X | | | | | |
| j. Assistant Director of Finance's handling of treasury and accounting functions, e.g., general ledger, books of account, investments. | | X | | | | | |
| 13. The student should be afforded the opportunity to attend conferences with the Village Finance Director. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. The student should have a budget review of the Zero-Base process with the Director of Finance and then, develop a sample budget using the following steps:

   a. Develop planning assumptions
   b. Identify "decision units"
   c. Analyze each decision unit
   d. Review and re-allocate resources - - the ranking
   e. Prepare detailed budgets
   f. Evaluate performance

   The student should be able to explain to the satisfaction of the Director of Finance and the Teacher/Coordinator the following:

   a. How is the budget developed?
   b. How are priorities established?
   c. How are monies disbursed?

2. The student should prepare an appropriation ordinance which is itemized and specific as to what will be needed. Each item must be for a single purpose. The ordinance and a written rationale for it should be discussed with the Director of Finance and the Teacher/Coordinator.

3. The student should review the previous year's financial statements and annual report and then prepare a current financial statement, e.g., balance sheet showing assets, liabilities, reserves, and fund balances for two particular funds as designated by the Finance Director. The financial statement should be discussed with the Director of Finance and Teacher/Coordinator.

4. Ask a student to research the revenues and expenditure of the village. A report should be prepared on the income of the village collected through taxation (property, sales, etc.), licensing and fines, state and federal funds, and other sources.

   In addition, a financial statement of the village's expenditures, e.g., fire, police, special purpose, etc., should be prepared.

   The reports with accompanying recommendations should be discussed with the Director of Finance and the Teacher/Coordinator.

5. A student should observe and review current intergovernmental cooperation activities (Northeastern Illinois Planning Commission: An area-wide comprehensive planning organization directed to notify legal and state governmental units of Federal aid or direct Federal projects before they are funded and to review such projects and comment upon them as to their consistency with local or state policies) with various local governments, organization, and the state to

improve its services and advance its interest. Then the student should investigate and prepare a report on the need for intergovernmental cooperation in a particular situation as an alternative to raising taxes or lowering standards of service. The report should be discussed with the Director of Finance and the Teacher/Coordinator.

## RESOURCES

1. Public Service Trainer and Village Personnel
2. Village government folder of job descriptions, services, provided, etc.

    Zero Base Planning and Budgeting
    Current Village Budget
    Village Financial Statements and Annual Report
    Village Municipal Code
    Illinois Municipal Handbook
    Government Accounting, Auditing, and Financial Reporting

## EVALUATION

1. Suggestions are made in the above activities.
2. One or more techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Village Health Official

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PEFFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Village Health Department intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Administrator of the Health Department. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Administrator of the Health Department. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the Health Department. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a village health department. | | X | | | | | |
| 8. The student should become aware of the functions of the Health Department, department procedures, and the function of the health board. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | P | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the village practicum information book, health materials, and appropriate chapters of the municipal code. | | X | | | | | |
| 2. The student will have an interview with the Health Department Administrator concerning health services as related to the entire village. | | X | | | | | |
| 3. The student will have a budget review with the Health Department Administrator: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will attend a minimum of three village board and health board meetings and discuss those meetings with a Village Trustee. | | X | | | | | |
| 5. The student should spend a minimum of two weeks in the following areas: | | | | | | | |
| a. village blood assurance program. | | X | | | | | |
| b. conducting a health survey and analyzing its results. | | X | | | | | |
| c. proposing health ordinances. | | X | | | | | |
| d. enforcement of health ordinances. | | X | | | | | |
| e. learning the job of the sanitarian, e.g., inspecting village facilities. | | X | | | | | |
| 6. The student should be assigned sections of the municipal code to be read and discuss with the appropriate personnel of the department. | | X | | | | | |
| 7. The student should become aware of the skills necessary to be employed in the Health Department. | | X | | | | | |
| 8. The student should become aware of the relationship of a municipal health department to other units of government. | | X | | | | | |
| 9. The student should become familiar with writing Health Department reports. | | X | | | | | |
| 10. The student should become familiar with Health Department records and the keeping of them. | | X | | | | | |
| 11. The student should be afforded the opportunity to attend health conferences. | | X | | | | | |
| 12. The student should be given the opportunity to work with a health career person, e.g., doctor, nurse, therapist. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. The student should attend "Health Talks" for the community sponsored by the Village Health Department and Community Hospital. Some of the topics are: Diabetes, Asthmatic Children, Heart Disease, Hearing Problems, Health Fair, Alcholism, and Vision Problems.

   The student should write a report indicating whether or not the Health Talks provided a better understanding of the importance of maintaining good health.

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

2. Pollution is a serious public problem. Every state and virtually every community, suffers from various forms of pollution. The student should survey his or her community and the surrounding area and locate three pollution problems. After discussing those problems with the Public Service Trainer, the student should select one problem for closer study.

   The student should write a report on the problem discussing the reasons for the pollution, why it has not been halted, whom and what it harms, who benefits from it, and possible ways to remedy the condition.

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

3. Based on the current budget, the student should develop a sample Health Department budget for next year using the Zero-Base process step by step as follows:

   a. Develop planning assumptions
   b. Identify "decision units"
   c. Analyze each decision unit
   d. Review and reallocate resources -- the ranking
   e. Prepare detailed budgets
   f. Evaluate performance

4. The student should make a survey of his or her community to find out some of the ways in which state or local government controls or regulates the many activities, products, and institutions related to health. Select at least three of these and find out the laws and regulations involved.

   The student should discuss his or her findings with the Public Service Trainer and Teacher/Coordinator.

5. The safety and purity of foods and beverages served to the public are a major concern of the health departments. Food processing and food serving establishments in most communities are inspected on a routine basis. The purpose of the inspection

is to identify any potential hazard to health and to see that it is corrected.

The student should accompany the Village Sanitarian on a visit to a food processing plant or a food serving establishment. A report on the inspection should be prepared and discussed with the Sanitarian and Teacher/Coordinator.

## RESOURCES

1. Public Service Trainer

2. Village government folder of job descriptions, services provided, etc.

   Zero-Base Planning and Budgeting
   Village Municipal Code
   Village Building Code
   Village Zoning Ordinances
   Casebook of Municipal Problems
   Activities for Examining State and Local Public Problems
   Your Career in Health Care
   Careers in Focus-Exploring Health Occupations
   Nutritional Assessment in Health Programs

## EVALUATION

1. Suggestions are made in the above activities.

2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/ Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Village Community Service Official

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Village Community Services Department. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Administrator of the Community Services Department. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Administrator of the Community Services Department | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the Community Services Department. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a village community services department. | | X | | | | | |
| 8. The student should become aware of the function of the Community Services Department and department procedures. | | | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the village practicum information book, community services materials, and appropriate chapters of the municipal code. | X | X | | | | | |
| 2. The student will interview the Community Services Administrator concerning community services as related to the entire village. | | X | | | | | |
| 3. The student will have a budget review with the Community Services Administrator: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will attend a minimum of three village board meetings (if possible the student should participate in the community services report) and discuss those meetings with a Village Trustee. | | X | | | | | |
| 5. The student will attend community service committee meetings: | | | | | | | |
| a. youth committee. | | X | | | | | |
| b. senior citizens. | | X | | | | | |
| c. needs and resources. | | X | | | | | |
| d. education committee. | | X | | | | | |
| 6. The student will discuss with the Community Services Administrator the relationship between the village Community Services Department and other units of government. | | X | | | | | |
| 7. The student will discuss with the Village Community Services Administrator the coordination of the services committee. | | X | | | | | |
| 8. The student should become familiar with the writing of community service reports. | | X | | | | | |
| 9. The student should become familiar with the keeping of records for the Community Services Department. | | X | | | | | |
| 10. The student should become aware of the skills necessary to become employed in the Community Services Department. | | X | | | | | |
| 11. The student should be afforded the opportunity to attend community services conferences. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. The student should work with the Community Service Trainer and the Community Service Board to develop an attitude survey as to "What's Happening to the Family?" The survey should be completed by a random sampling of the community population.

Some of the questions to be included in the survey are:

a. Do you feel that family life in America is "threatened?"

______YES ______NO

b. What is the greatest threat(s) to family life today?

___Materialism
___Inattentive parents
___Abuse of Drugs
___Permissive attitudes about sex
___Divorce
___Abuse of alcohol
___Crime
___Both parents working
___Financial pressure
___Television
___Absence of religious/spiritual foundation
___Other:________________________

c. How important is it that a husband or wife has separate interests and activities?

___Very Important
___Somewhat
___Not Important

d. Do you think most husbands and wives are able to share their personal problems?

______YES ______NO

e. Do you think the new awareness of women's rights has altered the husband-wife relationship significantly?

______YES ______NO

f. In your opinion, what are the main reasons marriages fail?

___Failure to communicate
___Immaturity
___Selfishness
___Financial problems
___Change in or lack of mutual interests and goals
___Personality conflicts
___Poor sexual adjustments
___Third-party entanglements
___Burden of children
___Job pressures
___Other:________________________

g. Do you think it is important both for parents and children that a husband and wife openly and frequently show affection for one another?

______YES ______NO

h. How much trouble do you have communicating with your children?

___Great deal of trouble
___Some
___Very little
___None
___I am not a parent

i. Do you think many parents put too much pressure on their children to achieve in school, sports, etc.?

______YES ______NO

j. If you had it to do over again, would you have children?

______YES ______NO

The results of the survey should be disseminated during a Family Workshop in which the public is invited.

The student should discuss the survey findings with the Public Service Trainer and Teacher/Coordinator.

2. The student should accompany the Public Service Trainer to a settlement house or similar social work facility. A report should be written on the students observations of the facility and recommendations made for improving the operation of the said facility.

3. Public housing is considered a problem in some communities.

   A student should do the following:

   a. Attend a meeting of a public housing authority.
   b. Interview a public housing tenant to obtain his or her reaction to living in the project.
   c. Interview a housewife who lives near a low-cost housing project to learn what effect, if any, the project has had on the lives of her family.
   d. Investigate alternatives to public housing.

   A written report of the above should be submitted to the Public Service Trainer and Teacher/Coordinator and discussed with them.

4. A public problem may involve a lack of a particular service. Many communities lack specific services. Some of these needs might include a local medical service, a library, or a youth center.

   The student should select one service, the lack of which creates a public problem in his or her community.

   A written report on the need for this particular service should be prepared and discussed with the Public Service Trainer and the Teacher/Coordinator.

   Some of the questions to be investigated are:

   What group of citizens would benefit most from this service? Why?

   Who would benefit least, and why?

   How would this service be paid for, and by whom?

   Why is this service currently unavailable?

   What changes would have to be made in order to attract this service to the community?

   What citizens or groups in the community might be in a position to bring about the introduction of this service, if they could be convinced of the need?

5. Based on the current budget, the student should develop a sample Community Service Department budget for next year using the Zero-Base process step by step as follows:

   a. Develop planning assumptions
   b. Identify "decision units"
   c. Analyze each decision unit
   d. Review and reallocate resources--the ranking
   e. Prepare a detailed budget
   f. Evaluate performance

## RESOURCES

1. Public Service Trainer

2. Village government folder of job descriptions, services provided, etc.

   Village Municipal Code
   Casebook of Municipal Problems
   Casebook on Community Civics
   Activities for Examining State and Local Public Problems
   Managing Human Services

## EVALUATION

1. Suggestions are made in the above activities.

2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Library Administrator

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for library intern. | X | | | | | | |
| c. work permit in the event of employment | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Library Administrator. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Library Administrator. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of library administration. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a municipal public library. | | X | | | | | |
| 8. The student should become aware of the function of the library, various sub-departments, and library procedures. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will have a minimum of eight hours of background reading for an overview of the library and specifics of the same. In addition the student will read library magazines and other practicum materials. | X | X | | | | | |
| 2. The student will have an interview with the Library Administrator to set reading in perspective: | | | | | | | |
| a. the history of public libraries. | | X | | | | | |
| b. the social system that supports a public library. | | X | | | | | |
| c. the financial underpinnings. | | X | | | | | |
| d. the organization structure. | | X | | | | | |
| e. the activities of each group in the library; adults, children's and technical services, circulation, business and display (includes a tour and demonstration in each department). | | X | | | | | |
| 3. The student will have a budget review with the Library Administrator: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities developed? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will attend department meetings: | | | | | | | |
| a. minimum of two meetings. | | X | | | | | |
| b. become involved with some question under consideration. | | X | | | | | |
| c. do research, design and administer a survey, or otherwise support the process of making some administrative decision (examples would be setting fine amounts; determining non-resident fees; establishing a program for minority patrons) . | | X | | | | | |
| 5. The student will attend library board meetings: | | | | | | | |
| a. minimum of two meetings. | | X | | | | | |
| b. work on planning to achieve one goal set by board and present plans at meeting in conjunction with staff person assigned to same project. | | X | | | | | |
| 6. The student will attend staff meetings: | | | | | | | |
| a. minimum of two meetings. | | X | | | | | |
| b. become familiar with at least one concern/need of the staff. | | X | | | | | |
| 7. The student will work at circulation desk: | | | | | | | |
| a. minimum of eight hours. | | X | | | | | |
| b. to hear "the voice of the people" and understand the attitudes of the public towards the library . | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 8. The student will interview the Library Administrator on censorship and community standards: | | | | | | | |
| a. prepare by some background reading. | X | | | | | | |
| b. learn community standards and how the library lives up to them . | X | X | | | | | |
| 9. The student should become familiar with the role of the state as related to the public library: | | | | | | | |
| a. visit the North Suburban Library System to learn about systems in general. | | X | | | | | |
| b. interview a system representative. | | X | | | | | |
| 10. The student should become familiar with the types of library organizations and do research on differences among types of libraries and political implications of each (examples are village, city, township, and district libraries). | X | X | | | | | |
| 11. The student should become familiar with the writing of library reports. | | X | | | | | |
| 12. The student should become familiar with the keeping of library records. | | X | | | | | |
| 13. The student should be afforded the opportunity to attend conferences with the library officials. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. The student should prepare a written report designed for getting acquainted with a Library. The following should be included in the study:

   a. State briefly the philosophy and objectives of the library
   b. List the hours the library is open
   c. Give the different areas of activites of the library
   d. Use the floor plan of the library and do the following:
      1. Indicate the location symbols used for books on shelves
      2. Indicate the location of any audio/visual areas
      3. Indicate the technical processes e.g., receiving and checking in of new materials, cataloging of materials, mending and care of materials
   e. List the newspapers to which the library subscribes
   f. Report a sampling of some of the magazines received
   g. List the special services provided by the library and the location of each of these

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

2. The student should investigate a library system for inter-library loans in the area. A report should be submitted to the Public Service Trainer and the Teacher/Coordinator answering the following questions:

   a. What libraries are served by the system?
   b. How are the libraries able to communicate with each other?
   c. What principles are established for giving inter-library service?
   d. What are the advantages of the cooperative?

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

3. A student should interview a Library Board member. Some of the questions to be asked are:

   a. What qualifications are necessary to hold this position?
   b. Why did the board member decide to run for office?
   c. What are the responsibilities attached to the job of library board members?
   d. What are some of the more rewarding aspects of library board membership?
   e. What are some of this members negative experiences which have come as a result of library board membership?

   A report of the interview should be submitted to and discussed with the Public Service Trainer and Teacher/Coordinator.

4. A student should prepare a survey about "How The People Feel About The Services Offered By The Library." Some of the questions to be included in the survey are:

    a. Do library board decisions have the interest of the people in mind?
    b. Are library services effective?
    c. Are library employees effective in their jobs?
    d. Are library services equally available to the entire community?

    The survey questions should be reviewed and discussed with the Library Administrator.

    Upon the completion of the survey the results should be tabulated by the student and written recommendations submitted to the Library Administrator and the Teacher/Coordinator.

5. Based on the current budget, the student should develop a sample library budget for next year and discuss the budget with the Library Administrator and the Teacher/Coordinator.

    A line-type budget indicating salaries, capital outlay, and operating expenditures should be developed.

## RESOURCES

1. Public Service Trainer

2. Introduction to Library Services

    Administration of the Small Public Library

    Current Library Budget

    Spirit Master Activities for Studying your Local Government

## EVALUATION

1. Suggestions are made in the above activities.

2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Township Official

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Township Official intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment | X | | | | | | |
| e. federal income tax form in the event of employment | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Township Supervisor. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Township Supervisor. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the Township. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of Township government. | | X | | | | | |
| 8. The student should become aware of the organization and operation of Township government. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. Read Township practicum information book and other township materials. | X | X | | | | | |
| 2. Interview the Township Supervisor as to his or her duties, powers, and responsibilities to the residents of the Township. | | X | | | | | |
| 3. Interview a Township Trustee as to his or her duties, powers, responsibilities, and electioneering activities. | | | | | | | |
| 4. Township budget review: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 5. The student should become aware of how Township government was created and what is its "proposed future." | | X | | | | | |
| 6. The student should visit and become familiar with the Township functions of the following: | | | | | | | |
| a. Office | | X | | | | | |
| b. Assessor | | X | | | | | |
| c. Collector | | X | | | | | |
| d. Clerk | | X | | | | | |
| e. Highway Commissioner | | X | | | | | |
| f. Day Care Center | | X | | | | | |
| g. Northwest Special Recreation Association | | X | | | | | |
| h. Alcoholism-Drug Dependency Program | | X | | | | | |
| i. Senior Citizens Services | | X | | | | | |
| j. Baseball Program | | X | | | | | |
| k. Northwest Opportu Center | | X | | | | | |
| l. Bicycle Safety Program | | X | | | | | |
| m. Flood Problems | | X | | | | | |
| n. Mt. Prospect Historical Society | | X | | | | | |
| o. Mental Health Center | | X | | | | | |
| p. Youth Programs | | X | | | | | |
| q. Shelter Inc. | | X | | | | | |
| r. Welfare Program | | X | | | | | |
| s. Sewer Programs | | X | | | | | |
| t. Road and Bridge | | X | | | | | |
| u. Selling hunting and fishing licenses | | X | | | | | |
| v. Voter registration | | X | | | | | |
| w. Selective Service registration | | X | | | | | |
| 7. The student should become aware of the relationship of Township government to other units of government. | | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 8. The student should attend a minimum of three Township board meetings. In addition, the student should attend a committee meeting. |  | X |  |  |  |  |  |
| 9. The student should become familiar with the writing of Township reports. |  | X |  |  |  |  |  |
| 10. The student should become familiar with the keeping of Township records. |  | X |  |  |  |  |  |
| 11. The student should become familiar with the public relations methods of the Township. |  | X |  |  |  |  |  |
| 12. The student should be afforded the opportunity to attend conferences with the Township officials. |  | X |  |  |  |  |  |

## SUGGESTED LEARNING ACTIVITIES

1. A student should observe the Township Supervisor functions and decision-making process of Township government by attending Township committee and board meetings. The procedures followed and actions taken by the participants should be discussed with the Township Supervisor. A written report of the student's observations should be submitted to the Teacher/Coordinator and discussed with him or her.

2. The student should prepare a survey about "How Citizens Feel about the Effectiveness of Township Government." Some of the questions to be included in the survey are:

   a. Do Township government decisions have the interest of the citizens in mind?

   b. Are Township government employees effective in their jobs?

   c. Are Township government services equally available to the entire Township?

   d. Is there a need for additional Township services? If so, explain below. If not, explain below.

   The survey questions should be reviewed and discussed with the Township Supervisor.

   Upon the completion of the survey, the results should be tabulated by the student and written recommendations submitted to the Township Supervisor and the Teacher/Coordinator.

   The written report should be discussed with the Township Supervisor and Teacher/Coordinator.

3. A student should observe and review current intergovernmental cooperation activities (Northwest Municipal Conference: a regional association of sixteen municipalities and townships representing a population of over 500,000 in our area to advance intergovernmental cooperation and to solve areawide problems) with various local governments, organizations, and the state to improve its services and advance its interest. Then the student should investigate and prepare a written report on the need for intergovernmental cooperation in a particular situation as an alternative to raising taxes or lowering standards of service.

The report should be discussed with the Township Supervisor.

4. A student should observe the Township Assessor's function and decision-making process. The procedures followed and actions taken by the Assessor should be discussed by the student and the Assessor. The discussion should also include the following:

   a. To whom locally is the Tax Assessor responsible?
   b. What does the state legislature have to say about the work of the Township Assessor?
   c. What are the positive and negative aspects of the job of Tax Assessor ?

   A written report of the students above observations should be submitted to the Teacher/Coordinator and discussed with him or her.

5. Based on the current budget, the student should develop a sample Township budget for next year and discuss it with the Township Supervisor, and the Teacher/Coordinator.

   A line-type budget indicating Salaries, Travel, Commodities, Programs, Federal Revenue Sharing, Town Fund, Road and Bridge, General Assistance, and Sewer Fund should be developed.

## RESOURCES

1. Public Service Trainer and Staff

2. Township folder of agencies, services provided, etc.

   Current Township Budget.

   *Guide and Duties of Township Officials*

   *Township Government Today*

## EVALUATION

1. Suggestions are made in the above activities.

2. One or more of the techniques or the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a State's Attorney

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for State's Attorney intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the State's Attorney. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with an Assistant State's Attorney. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the State's Attorney office. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the State's Attorney office. | | X | | | | | |
| 8. The student should become aware of the function of the State's Attorney office and the office procedures, e.g., record keeping, office skills, writing, public speaking, public contact, knowledge of the law. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read practicum legal materials and other assigned materials. | X | X | | | | | |
| 2. The student should become aware of the day to day activities of an Assistant State's Attorney. | | X | | | | | |
| 3. The student should be made aware of the necessary legal training to become employed in government service, e.g., education, state bar examination. | | X | | | | | |
| 4. Wherever possible, the student should become aware of the State's Attorney doing the following: | | | | | | | |
| a. legal research. | | X | | | | | |
| b. preparing, filing and presenting motions. | | X | | | | | |
| c. recommendation of bail. | | X | | | | | |
| d. participation in an arraignment. | | X | | | | | |
| e. participation in a grand jury hearing. | | X | | | | | |
| f. issuing a subpoena. | | X | | | | | |
| g. preparation for a trial. | | X | | | | | |
| h. conducting a trial. | | X | | | | | |
| i. negotiating pleas. | | X | | | | | |
| 5. The student should discuss with an Assistant State's Attorney the following: | | | | | | | |
| a. judicial notice. | | X | | | | | |
| b. burden of proof. | | X | | | | | |
| c. relevancy of evidence. | | X | | | | | |
| d. real or demonstrative evidence, e.g., photographs, x-rays. | | X | | | | | |
| e. the best evidence rule. | | X | | | | | |
| f. secondary evidence. | | X | | | | | |
| g. character evidence. | | X | | | | | |
| h. documentary evidence. | | X | | | | | |
| i. examination of witnesses. | | X | | | | | |
| j. impeachment of witnesses. | | X | | | | | |
| k. privileged or confidential communications. | | X | | | | | |
| l. opinion evidence, e.g., expert. | | X | | | | | |
| m. hearsay evidence. | | X | | | | | |
| n. constitutional safeguards for admission of evidence, e.g., self-incrimination, search and seizure, eavesdropping and electronic interception of communications. | | X | | | | | |
| 6. Where appropriate, the student should review closed files of cases. | | X | | | | | |
| 7. The student should review letters of complaints received by the State's Attorney. | | X | | | | | |
| 8. The student should discuss with an Assistant State's Attorney why cases were handled differently. | | X | | | | | |
| 9. The student should be familiar with the record keeping of the State's Attorney's office. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 10. The Student should have the opportunity to discuss cases, court procedures, and the legal profession with a judge. | | X | | | | | |
| 11. The student should be afforded the opportunity to attend conferences, seminars, etc. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. A student should investigate the rules of evidence and rules of procedure in his or her State's Attorney's jurisdiction to understand investigations.

   The student should research, observe, and consult with a State's Attorney to ascertain the answers to the following questions.

   a. What factors are considered in making a decision to prosecute?
   b. What kind of evidence is admissible in a criminal matter?
   c. In what way does the burden of proof differ between criminal and civil cases?
   d. What is the difference between a jury trial and a bench trial as to the presentation of a case, court procedure and rules of evidence?
   e. Explain "reasonable doubt" so far as proving the guilt of a defendant in a criminal trial.
   f. About what matters may a witness be cross examined?
   g. What is the purpose of redirect examination?
   h. What is the purpose of closing arguments?
   i. What is the charge to the jury? How does the jury know what the law is in a particular case?
   j. What is meant by a hung jury?
   k. When may a jury be sequestered?
   l. Who is responsible for sentencing the defendant?
   m. What reforms in rules of evidence and court procedure are necessary?

   The student should submit a report on the above to and discuss it with the Public Service Trainer and the Teacher/Coordinator.

2. A student should research, observe, and consult with a State's Attorney to ascertain the answers to the following questions:

   a. What are the restrictions, if any, on the competency to testify in the State of Illinois of witnesses such as:

      1. Children.
      2. Persons who have been convicted of a crime.
      3. One spouse testifying for or against the other.

   b. What are the restrictions as they pertain to privileged communications?

      1. Husband-wife privilege - Is the privilege recognized if it involves a criminal matter? Is an act as well as an oral or written communication recognized under the privileged

communications doctrine? What is the ruling concerning remarks overheard by third persons?

2. Physician/Patient Privilege - Is the privilege recognized in criminal matters?

3. Newspaper Reporter News Source Privilege - Does the State recognize this privilege?

4. Does this State's Attorney's jurisdiction grant the right to claim the privilege to the Clergy even though waived by a penitent?

The student should submit a report on the above to and discuss it with the Public Service Trainer and the Teacher/Coordinator.

3. A student should attend a session of a county court in which the State's Attorney is a prosecutor. A report of the proceedings should be written answering the following questions:

   a. What functions do each of the court officials have?
   b. What type of trial occurred?
   c. Describe in detail how the trial was conducted. Include the part played by everyone involved.
   d. What things didn't you understand about the trial?
   e. Was the defendant treated fairly in court? Why do you feel as you do?

   The student should discuss the report with the Public Service Trainer and the Teacher/Coordinator.

4. A student should research a case and prepare a legal brief as follows:

   a. Title of the case.
   b. State the facts-background information about the case including claims of defendant and plaintiff or prosecutor.
   c. State the question(s) raised - What is the issue(s) before the court?
   d. What was the decision by the Court on the question(s) raised?
   e. What was the court's reasoning?- The constitutional rationale for the above decision.
   f. Prepare an evaluation - Student comment on the case.

## HOW TO FIND LEGAL CASES

Any case which has been adjudicated in a court of law is given a title, reference letters and numbers. The "citation," as it is called, which follows the title of the case (plaintiff v. defendant), indicates what court decided the case and when and where the decision is printed. The student should be able to find the case in the law library. There are law libraries at all college and university law schools and in the County, State, and Federal Court buildings. Use the following example as a guide:

Escobedo v. Illinois 378 U.S. 478 (1964)

The letters "U.S." indicate that this case was decided in the United States Supreme Court and is listed in the United States Supreme Court Reports. From the numbers, the case is located in volume 378 of the U. S. Supreme Court Reports on page 478, and that it was decided in 1964.

5. A student should interview a State's Attorney, Public Defender, and Judge on Fair Trial v. Free Press. A report should be written on the implications of current press coverage practices as they relate to the right to fair trial.

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

## RESOURCES

1. Public Service Trainer
2. Illinois State's Attorney Study Commission
   Evidence for the Law Enforcement Officer

   An Introduction to Criminal Justice Individual Rights

   Fair Trial VS. Free Press

   Living Law Criminal Justice

   Cook County: The Criminal Court System

   Visual Masters of the American Legal System
3. Simulation game - Plea bargaining.

## EVALUATION

1. Suggestions are made in the above activities.
2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a State Representative and/or State Senator

Training Station: ______________________________

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for legislative intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the State Representative and/or State Senator. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the State Representative and/or State Senator. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the office of a State Representative and/or State Senator. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a State Representative's and/or State Senator's office. | | X | | | | | |
| 8. The student will become aware of the function of the State Representative's and/or State Senator's office | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read legislative books, manuals, and other assigned materials. | X | X | | | | | |
| 2. The student will have an interview with a State Representative or State Senator concerning needs, problems, etc.,as related to the rest of Illinois and the United States. | | X | | | | | |
| 3. The student will have a State Government budget review: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will attend State Representative and/or State Senate staff meetings. | | X | | | | | |
| 5. The student will discuss with the Representative and/or Senator the relationship between state, local and federal government. | | X | | | | | |
| 6. The student will attend meetings with local public officials. | | X | | | | | |
| 7. The student will attend meetings of community groups. | | X | | | | | |
| 8. The student will attend meetings of the political party organization. | | X | | | | | |
| 9. The student will participate in election activities. | | X | | | | | |
| 10. The student will visit state agencies and commissions in the Chicago area. | | X | | | | | |
| 11. The student will work with the State Representative and/or State Senator on legislation, press releases, etc. | | X | | | | | |
| 12. The student will attend committee hearings in Chicago and Springfield. | | X | | | | | |
| 13. The student will attend sessions of the Illinois House of Representatives and Illinois Senate. | | X | | | | | |
| 14. The student will research areas of special concern for the legislative district. | | X | | | | | |
| 15. The student will assist in planning Newsletter reports. | | X | | | | | |
| 16. The student will interview the State Representative or State Senator on the need for State government reforms. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. The student should observe the legislative functions and decision-making process of state government in operation by attending legislative committee and commission meetings as well as a session of the Illinois General Assembly. The procedures followed and actions taken by legislators should be discussed with the State Representative and/or State Senator Trainer and Teacher/Coordinator.

2. Ask a student to obtain copies of three bills sponsored by their Legislator Trainer and do the following:

   a. Prepare a written argument for and against the passage of each bill.

   b. Suggest the kind of person (from an interest group, certain personality, status in life, etc.) who would testify for and against the bill.

   c. Discuss with the Legislator Trainer his or her strategy (testimony, witnesses, etc.) in trying to get the bill passed out of committee, passed by both the House and Senate, and signed by the Governor. What has happened to each bill?

   d. Discuss the above with the Legislator Trainer and the Teacher/Coordinator.

   e. The student should be able to describe the legislative-political philosophy of the Legislator Trainer.

3. The student should draft legislation for introduction in the Illinois General Assembly.

   The following general arrangement of the body of a statute should be followed:

   1. Short title
   2. Definitions
   3. Basic Provisions
      a. Main provisions
      b. Subordinate provisions
   4. Penalties
   5. Temporary provisions
   6. Repeals
   7. Appropriations
   8. Effective date

   This procedure includes some items that may not be present in all bills and may fail to include some items that may be adapted to most bills. However, this general arrangement can be adapted to most bills.

4. Ask a student to participate in an election campaign. If the Legislator Trainer is not up for re-election, then the student should participate in the election of another candidate (local, state, or national).

The student should participate in five major activities:

a. Attend meetings, speaking engagements, dinners, etc., of the candidate.

b. Finding the candidates supporters.

c. Raising money for the candidate.

d. Registering the supporters.

e. Getting the supporters to the polls on election day day such as

1. Telephone calls (to get people to vote)
2. House to house canvassing
3. Recruiting workers
r. Poll watcher
5. Precinct captain
6. Preparation of mailings
7. Distribution of literature and/or posters

The student should be able to describe the significance of a campaign organization, the structure of a campaign organization and the various election activities. In addition, the student should be able to analyze the outcome of the election.

5. Ask the student to prepare legislative news items and survey questions for a newsletter which is designed to communicate and arouse the political interest of constituents. The news items and questions should be reviewed and discussed with the Legislator prior to the printing and mailing of the newsletter. The student should tabulate the results of the questionnaire, analyze the information, and suggest recommendations to the Legislator Trainer. The student should discuss the entire process with the Teacher/Coordinator.

6. The student should participate in the Illinois Citizenship Experience Program which has been developed to provide students with an opportunity to explore Illinois government, the political process, and decision-making through on-site observation in the state capitol in Springfield, Illinois.*

*Refer to Section 8 of this guide for program information.

## RESOURCES

1. Public Service Trainer and Staff
2. The Illinois Legislature: Structure and Process Manual

   Voter Education and Government: The Decision Making Process

   Illinois Issues

   Legislative Synopsis and Digest of the Current Session of the General Assembly

   Casebook of State Government Problems

   Spirit Master Activities for Studying your State Government

   Things from State Government.

## EVALUATION

1. Suggestions are made in each of the above activities.
2. One or more techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Lawyer

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for lawyer intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the lawyer. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the lawyer. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering a law office. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the legal profession. | | X | | | | | |
| 8. The student will become aware of the day to day activities of a lawyer. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |
| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | | | | | | | |
| 1. The student will read the practicum legal materials, brochures, and other assigned materials. | X | X | | | | | |

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| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 2. The student should become aware of the legal training necessary to become a lawyer, e.g., education, state bar examination. | | X | | | | | |
| 3. The student should be made aware of the four main fields in which lawyers serve (there should be an interview with a lawyer in each field): | | | | | | | |
| a. private practice | | X | | | | | |
| b. government service | | X | | | | | |
| c. direct employment by private business | | X | | | | | |
| d. employment by labor unions | | X | | | | | |
| 4. Wherever possible, the student should observe (or talk with) the lawyer doing the following: | | | | | | | |
| a. assisting clients in the purchase, sale, leasing, and mortgaging of houses, buildings, and other real estate. | | X | | | | | |
| b. giving advice through estate planning, preparing wills, and handling general estate matters. | | X | | | | | |
| c. giving advice concerning the tax consequences (including income and estate) of certain proposed transactions and prepare federal and state tax returns. | | X | | | | | |
| d. advising business people about the advantages and disadvantages of the different forms of business organizations. | | X | | | | | |
| e. providing counsel in labor-relations cases, including such matters as union negotiations, union contracts, minimum wages, and labor laws in general. | | X | | | | | |
| f. handling negotiations for the settlement of controversies; when negotiations fail he or she may institute legal proceedings to recover damages for wrongful acts or for the enforcement of legal rights, when representing a person or persons against whom legal proceedings have been started, enter defense in behalf of the person or persons sued. | | X | | | | | |
| g. advising and defending those accused of a crime. | | X | | | | | |
| h. attempting to reconcile estranged husbands and wives and, if necessary, institute or defend legal proceedings for divorce, separation and annulment. | | X | | | | | |
| i. preparing various documents for clients, e.g., legal briefs. | | X | | | | | |
| j. appearing before legislative bodies. | | X | | | | | |
| k. representing units of government. | | X | | | | | |
| 5. The student should interview the lawyer as to his: | | | | | | | |
| a. being a wise counselor. | | X | | | | | |
| b. being an advocate. | | X | | | | | |
| c. working toward the improvement of the profession. | | X | | | | | |
| d. answering the call to public office. | | X | | | | | |
| e. helping form public opinion. | | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 6. The student should have an opportunity to do legal research. | | X | | | | | |
| 7. The student should become familiar with keeping the records of a law office. | | X | | | | | |
| 8. The student should be afforded the opportunity to attend lawyers conferences, seminars, etc. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. A student should research a case and prepare a legal brief as follows:

   a. Title of the case.
   b. State the facts -- background information about the case including claims of defendant and plaintiff or prosecutor.
   c. State the question(s) raised -- what is the issue(s) before the court?
   d. What was the decision -- by the court on the question(s) raised?
   e. What was the court's reasoning -- the constitutional rationale for the above decision?
   f. Prepare an evaluation -- student comment on the case.

### HOW TO FIND LEGAL CASES

Any case which has been adjudicated in a court of law is given a title, reference letters and numbers. The "citation", as it is called, which follows the title of the case (plaintiff v. defendant) indicates what court decided the case and when and where the decision is printed. The student should be able to find the case in the law library. There are law libraries at all college and university law schools and in the county, state and federal court buildings.

Use the following example as a guide:

State Board of Education v. Board of Education, Netcong, 57 N.J. 172 (1970)

Only decisions of the New Jersey State Supreme Court, the state's highest court, are reported in the New Jersey Reports. This particular case can be found in volume 57 of the Reports on page 172, and was decided by the State Supreme Court in 1970.

2. A student should consult with an attorney to research three legal questions as follows:

   a. State the question.
   b. Prior history (legal opinions, court decisions, etc.) if applicable.
   c. Cite authority (statute or court cases).
   d. Discussion -- rationale.
   e. Conclusion -- answer the question.

   Each legal question researched should be discussed with the Attorney and the Teacher/Coordinator.

   Some suggested questions to research follow:

   a. Can the arrest and conviction record of a teenager later prevent him or her from holding public office or practicing any one of the many licensed professions?
   b. Is hitchhiking a crime?
   c. Are parents responsible for any damage caused by their children?
   d. Can the buyer of a used automobile sue the dealer for turning back the speedometer?
   e. Is there a constitutional right to be a conscientious objector?

0373

3. A student should examine a breach of contract case and prepare a report indicating whether or not the following elements which affect the legality of a contract were present:

   a. Competent parties
   b. Mutual assent
   c. Legal subject matter
   d. Valid consideration
   e. Legal form

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

4. A student should research the legal aspects of renting a home and the purchasing of a home and prepare a report which includes the following:

   a. Distinguish (renting a home) between a lease and rental agreement
   b. Identify and describe tenant responsibilities
   c. Identify and describe some landlord responsibilities
   d. Identify and describe some legal options available to landlords and tenants when the terms of a lease or rental agreement are not met
   e. Identify (owning a home) and explain some provisions commonly included in a contract of sale
   f. Explain title deed and give reasons for a title search

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

5. A student should investigate the legal aspects of marriage and prepare a report as follows:

   a. Explaining the two requirements of a marriage license and a ceremony or solemnization.
   b. Identify, analyze, and evaluate some legal responsibilities of the husband as "head of household"
   c. Compare and contrast legal rights of women in marriage today with 25 years ago
   d. Identify separation, legal separation, annulment, and divorce as a means of ending cohabitation of husband and wife, and distinguish between them
   e. Define no fault divorce, community property, alimony, child support, child custody, and visiting rights.

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

## RESOURCES

1. Public Service Trainer
2. *Living Law Civil Justice*

   *Living Law Criminal Justice*

   *Evidence for the Law Enforcement Officer*

   *Individual Rights*

   *Protection and the Law*

   *Consumer Contracts Learning Activity Package*

   *Consumer Rights and Responsibilities*

   *Learning Activity Package*

   *Visual Masters of the American Legal System*

   Simulation Game -- *Juries* and *Kids in Crisis*

## EVALUATION

1. Suggestions are made in the above activities.
2. One or more of the techniques of the method of evaluation on page 5 - 3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Clerk of the Court

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Clerk of the Court intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Supervisor of the Clerks of the Circuit Court. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Supervisor of the Clerks of the Circuit Court. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the Clerk of the Court's office. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the Circuit Court Clerk. | | X | | | | | |
| 8. The student should become aware of the function of the Clerk of the Circuit Court in the courtroom and office, e.g., completing forms, record keeping, writing, public speaking, public contact, knowledge of the law. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. Read practicum legal materials and other assigned materials. | X | X | | | | | |
| 2. The student should become aware of the day to day activities of a Clerk of the Court. | X | X | | | | | |
| 3. The student should be made aware of the necessary training to become employed as a Clerk of the Court. | | X | | | | | |
| 4. Wherever possible, the student should become aware of the Clerk of the Court working on the following: | | | | | | | |
| a. civil filings. | | X | | | | | |
| b. civil records. | | X | | | | | |
| c. criminal records. | | X | | | | | |
| d. traffic records. | | X | | | | | |
| e. return day for new actions. | | X | | | | | |
| f. motions. | | X | | | | | |
| g. traffic court. | | X | | | | | |
| h. civil trials. | | X | | | | | |
| i. criminal trials. | | X | | | | | |
| j. negotiated pleas. | | X | | | | | |
| k. recording and maintaining of court orders and judgments, e.g., processing forms. | | X | | | | | |
| l. accounting for and distributing of all monies paid to the court in the form of fines, costs, bonds, paternity and non-support payments, etc. | | X | | | | | |
| 5. Where appropriate, the student should review closed files of cases. | | X | | | | | |
| 6. The student should be aware of the different courts and matters of jurisdiction in each court. | | X | | | | | |
| 7. The student should discuss with a clerk why the various forms are used for different cases. | | X | | | | | |
| 8. The student should have the opportunity to discuss cases, court procedure, and the legal profession with a judge. | | X | | | | | |
| 9. The student should be afforded the opportunity to attend conferences, seminars, etc. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. A student should investigate and prepare a report on the planning, organization, and direction of the legal, clerical, informational and personnel activities of the Clerk of the Circuit Court.

   The report should be discussed with the Public Service Trainer and Teacher/Coordinator.

2. A student should work in the Clerk's office moving from station to station to learn of the handling of civil, criminal, and traffic matters.

   A report of the student's observations should be prepared to include a discussion of the following:

   a. Maintaining of the plaintiff and defendant indexes and docket books. The pages of the docket books are duplicates of the half sheets kept in the files. The half sheets record all filings and orders in the case.

   b. Maintaining a minute book for entries on return day, default for want of answer day motions, jury calls, and trials.

   The report should be discussed with the Public Service Trainer and Teacher/Coordinator.

3. A student should observe the processing of civil cases as follows:

   a. Complaint is filed in the Clerk's office.

   b. Clerk issues the summons.

   c. The plaintiff's attorney gives the summons to the Sheriff to serve.

   d. All documents including summons, complaint, answer and answers to interrogatories, etc. are filed in person.

   e. The appearance and answer are filed in the same location in which the complaint is filed on or before the return day.

   A report on the processing of civil cases should be prepared for discussion with the Public Service Trainer and Teacher/Coordinator.

4. A student should accompany the Clerk to court for the hearing of civil non jury cases, civil jury cases, juvenile matters, motions in forcible detainer cases, motions in jury cases, criminal cases, municipal traffic misdemeanors and felony cases, and state police cases.

A report on the proceedings should be written answering the following questions:

a. What functions do each of the court officials have?

b. What type of hearing or trial occurred?

c. What things didn't you understand about the hearing or trial?

The student should discuss the report with the Public Service Trainer and the Teacher/Coordinator.

5. A student should visit a Clerk of the Court for Small Claims and a Small Claims Court and write a report on the following:

   a. How do you prepare a complaint?

   b. The type of claims handled in such a court.

   c. The procedures of a Small Claims Court.

   d. The kind of evidence needed to support cases.

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

RESOURCES

1. Public Service Trainer

2. "Civil Practice and Procedure Attorneys' Guide to the Third Municipal District"

   Living Law Civil Justice

   Your Court System

   Living Law Criminal Justice

   Third Municipal District, the Civil, Criminal, and Traffic Court Forms

   Report of the Circuit Court of Cook County

   Questions and Answers about Cook County Juvenile Court

   A Handbook for Jurors in Illinois Criminal Cases

   An Introduction to Criminal Justice

   Visual Masters of the American Legal System

   What is the Pro Se Court

3. Simulation Game -- Kids in Crisis and Juries

EVALUATION

1. Suggestions are made in the above activities.
2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor Coordinator:

Career Performance Objective: The student will demonstrate those skills of an Illinois Attorney General's Consumer Protection Division Official

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Consumer Protection Division office intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Administrator of the Consumer Protection Division. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Administrator of the Consumer Protection office. | X | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the Consumer Protection Division. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the Consumer Protection office as an office of state government. | | X | | | | | |
| 8. The student should become aware of the function of Consumer Protection office, e.g., record keeping, office skills, writing, public speaking, public contact, consumer law, and the office procedures. | X | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook on training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read Consumer Protection Division materials, e.g., appropriate state laws, reproduced materials, etc. | X | X | | | | | |
| 2. The student should become aware of the preparation for consumer protection against fraudulent sales, advertising, and loans. | | X | | | | | |
| 3. The student should observe the filing of a complaint. | | X | | | | | |
| 4. The student should observe the interviewing process and public hearings on complaints. | | X | | | | | |
| 5. The student should observe cases being prepared by lawyers and the presentation of cases in court. | | X | | | | | |
| 6. The student should discuss with an attorney the reasons why various cases were handled differently. | | X | | | | | |
| 7. The student should research complaints and make recommendations. | | X | | | | | |
| 8. The student should review the monthly report of complaints filed with the Consumer Protection Division. | | X | | | | | |
| 9. The student should review letters of complaints received by the Consumer Protection office. | | X | | | | | |
| 10. Where appropriate, the student will review closed files of cases. | | X | | | | | |
| 11. The student should be afforded the opportunity to attend conferences, seminars, etc. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. A student should examine real situations at the State of Illinois Consumer Protection Division in which complaints resulted from consumer lack of knowledge or misunderstanding concerning the terms of a contract.

   A report should be prepared indicating whether or not the following elements which affect the legality of a contract were present:

   a. Competent parties
   b. Mutual assent
   c. Legal subject matter
   d. Valid consideration
   e. Legal form

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

2. A student should secure three conditional sales contract forms from different merchants in the community and compare each in reference to the information they contain.

   The student should be able to describe to the satisfaction of the Public Service Trainer and Teacher/Coordinator the specific items of information which every consumer contract should contain such as:

   a. Name and address of all parties
   b. Dates of the agreement, payments, etc.
   c. Purpose of the agreement
   d. Description of the goods or services
   e. Dollar amount of total charges, of each payment, of finance charges, or cash price
   f. Annual percentage rate being charged
   g. Penalties for failure to live up to the contract
   h. Specific responsibilities and obligations of all parties

3. A student should examine consumer complaints at the State of Illinois Consumer Protection Division which have resulted from the following:

   a. False Advertising and Labeling
   b. Misrepresentation
   c. Defective Merchandise
   d. Fraudulent Schemes
   e. Bait and Switch
   f. Phony Repairs
   g. Mail Frauds
   h. Door to Door Selling
   i. Cure-Alls:
      1. Alcoholism
      2. Baldness
      3. Cancer
      4. Others

Upon reviewing the complaints, the student should observe the hearings on said complaints and discuss with the hearing officer the reasons for the consumer problems and ways for people to avoid the deception and fraud.

A report on the above should be submitted to and discussed with the Public Service Trainer and Teacher/Coordinator.

4. A student should obtain from the State of Illinois Consumer Protection Division copies of the Consumer Fraud Act, Motor Vehicle Retail Installment Sales Act, and Retail Installment Sales Act.

   Each act should be analyzed in terms of effectiveness, cost, ease of enforcement, fairness to consumers and businesses.

   A report on the findings should be submitted to and discussed with the Public Service Trainer and Teacher/Coordinator.

5. A student should visit the Clerk of the Court for Small Claims and a Small Claims Court and write a report on the following:

   a. How do you prepare a complaint?
   b. The type of claims handled in such a court.
   c. The procedures of a Small Claims Court.
   d. The kind of evidence needed to support cases.

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

RESOURCES

1. Public Service Trainer

2. Protection and the Law

   Consumer Rights and Responsibilities Learning Activity Package

   Consumer Contracts Learning Activity Package

   State of Illinois Consumer Fraud Act

   State of Illinois Retail Installment Act

   State of Illinois Motor Vehicle Retail Installment Act

   Living Law Civil Justice

   What is the Pro Se Court

   Visual Masters of the American Legal System

   A Guide to Federal Consumer Services

3. Simulation Game -- Juries and Plea Bargaining

## EVALUATION

1. Suggestions are made in the above activities.
2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Member of the U.S. House of Representatives

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Congressional intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the administrator of the Member of the U.S. House of Representative's office. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the administrator of the Member of the House of Representative's office and the Congressional Member. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering a Member of the House of Representative's office. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a Member of the House of Representative's office. | | X | | | | | |
| 8. The student will become aware of the function of the Member of the House of Representative's office. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read legislative books, manuals, and other assigned materials. | X | X | | | | | |
| 2. The student will have an interview with the Member of the House of Representatives concerning the student's Congressional District's needs, problems, etc. as related to the rest of Illinois and the United States. | | X | | | | | |
| 3. The student will have a federal government budget review: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will attend congressional staff meetings. | | X | | | | | |
| 5. The student will discuss with the Member of the House of Representatives the relationship between the federal government and state and local government. | | X | | | | | |
| 6. The student will attend meetings with local public officials. | | X | | | | | |
| 7. The student will attend meetings of community groups. | | X | | | | | |
| 8. The student will attend meetings of the political party organizations. | | X | | | | | |
| 9. The student will participate in election activities. | | X | | | | | |
| 10. The student will visit federal agencies and commissions in the area. | | X | | | | | |
| 11. The student will work with the Member of the House of Representative's staff on legislation, press releases, etc. | | X | | | | | |
| 12. The student will attend committee hearings in Washington, D.C. | | X | | | | | |
| 13. The student will attend sessions of the U.S. House of Representatives and the U.S. Senate. | | X | | | | | |
| 14. The student will research areas of special concern for the Congressional District. | | X | | | | | |
| 15. The student will assist in the preparation of questionnaires for constituents and assist in analyzing the results of the questionnaires. | | X | | | | | |
| 16. The student will interview the Member of the House of Representatives on the need for federal government reforms. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. Ask a student to obtain copies of three bills sponsored by their Member of the House of Representatives Trainer and do the following:

   a. Prepare a written argument for and against the passage of each bill.

   b. Suggest the kind of person (from an interest group, certain personality, status in life, etc.) who should testify for and against the bills

   c. Discuss with the Member of the House of Representatives Trainer his or her strategy (testimony, witnesses, etc.) in trying to get the bills passed out of committee, passed by both the House and Senate, and signed by the President. What has happened to each bill?

   d. Discuss the above with the Member of the House of Representatives Trainer, the administrative assistant, and the Teacher/Coordinator.

   e. The student should be able to describe the legislative political philosophy of the Member of the House of Representatives.

2. The student should draft legislation for introduction in the Congress.

   The following general arrangement of the body of a statute should be followed:

   (1) Short title
   (2) Definitions
   (3) Basic provisions
       a. Main provisions
       b. Subordinate provisions
   (4) Penalties
   (5) Temporary provisions
   (6) Repeals
   (7) Appropriations
   (8) Effective date

   This procedure includes some items that may not be present in all bills and may fail to include some items that may be desirable in some bills. However, this general arrangement can be adopted to most bills.

3. Ask a student to participate in an election campaign. If the Member of the House of Representatives Trainer is not up for re-election, then the student should participate in the election of another candidate (local, state, or national).

The student should participate in five major activities:

(1) Attend meetings, speaking engagements, dinners, etc., of the candidate.
(2) Finding the candidates supporters.
(3) Raising money for the candidate.
(4) Registering the supporters.
(5) Getting the supporters to the polls on election day, such as:

    (a) Telephone calls (to get people to vote)
    (b) House to house canvassing
    (c) Recruiting workers
    (d) Poll watcher
    (e) Precinct captain
    (f) Preparation of mailings
    (g) Distribution of literature and/or posters

The student should be able to describe the significance of a campaign organization, the structure of a campaign organization, and the various election activities. In addition, the student should prepare a report analyzing the outcome of the election.

4. The student should interview the Member of the House of Representatives Trainer as to the manner in which pressure groups work to mold public opinion and to influence legislative and executive decisions. Then the student should identify potential pressure group constituencies which are apt to emerge within the congressional district.

What governmental action might cause these groups to become active?

The student should interview a paid professional lobbyist as to his or her reasons for being a lobbyist, the techniques and strategy of lobbying, and the effect lobbyists have on legislation.

The student should be able to describe the role of lobbyist in the legislative process.

5. Congressional members send newsletters to the voters which may outline why they voted for a particular bill, how they feel on one or more current issues, or conduct a poll of voter sentiment.

Ask the student to prepare legislative news items and survey questions for a newsletter which is designed to communicate and arouse the political interest of constituents. The News items and questions should be reviewed and discussed with the Member of the House of Representatives prior to the printing and mailing of the newsletter.

The student should tabulate the results of the questionnaire analyze the information, and suggest recommendations to the Member of the House of Representatives Trainer.

The student should discuss the entire process with the Teacher/Coordinator.

6. The student should study a month's collection of the Congressional Record and note how man entries the Congressional Member Trainer has made. The student should rate each speech as to the effectiveness of the arguments made by the Congressional Member Trainer.

7. The student should participate in the Washington D.C. program, "A Presidential Classroom For Your Americans", which seeks to create an awareness of the problems of modern democratic government, a greater understanding of American legislative, executive, and judicial processes, and a humanized appreciation of the political relationships and influences that shape our system of government and the conduct of its affairs. *

## RESOURCES

1. Public Service Trainer and staff

2. The Congress and America's Future

   Bill Drafting Manual

   Voter Education and Government: The Decision Making Process

   Congressional Record

   Congressional Insight

   Inside Congress

   Spirit Master Activities for Studying the Federal Government

   Things from the Federal Government

3. Simulation Game - Napoli, Votes, Influence, and Committee

## EVALUATION

1. Suggestions are made in some of the above activities.

2. One or more techniques of the method of evaluation on page 5-3 of this section will be used.

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*Refer to Section 8 of this guide for the program information.

## TRAINING PLAN

Instructor Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Crime Commission Investigator

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Crime Commission intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Executive Director of the Crime Commission. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Executive Director of the Crime Commission. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the Crime Commission. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the Crime Commission as an independent investigative "watchdog on crime" representative of the public interest. | | X | | | | | |
| 8. The student should become aware of the function of the Crime Commission and the office procedures, e.g., record keeping, office skills, writing, public speaking, public contact, knowledge of the law. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read practicum legal materials and other assigned materials. | X | X | | | | | |
| 2. The student should become aware of the day to day activities of the Crime Commission | | X | | | | | |
| 3. The student should be made aware of the necessary legal training to be employed by the Crime Commission, e.g., education, experience. | | X | | | | | |
| 4. The student should become aware of the function of the Crime Commission committees, e.g., executive, legislative, business services, finance, public relations, long-range planning, membership. | | X | | | | | |
| 5. Wherever possible the student should become aware of the Crime Commission doing the following: | | | | | | | |
| a. observing felony trials in the Circuit Court. | | X | | | | | |
| b. reviewing and recording on a daily basis all felony indictments returned by grand juries. | | X | | | | | |
| c. recording all orders entered in criminal cases by trial judges. | | X | | | | | |
| d. receiving weekly and monthly activity reports listing case dispositions by judge. | | X | | | | | |
| e. where appropriate, monitoring all proceedings and reports of criminal justice agencies such as the Illinois Department of Law Enforcement. | | X | | | | | |
| f. monitoring public media (newspaper, radio, T.V.) for reports on law enforcement and the courts, crime and legislature or administrative actions in any way affecting the administration of justice. | | X | | | | | |
| g. monitoring and reviewing Appellate Court decisions in criminal cases in both state and federal courts. | | | | | | | |
| h. providing a central point for the collection of information on crime offered by private citizens such as the Commission's "Operation Crime Call" program. | | X | | | | | |
| i. evaluating of information and preparing of reports. | | X | | | | | |
| j. developing programs. | | X | | | | | |
| k. recommending legislative action. | | X | | | | | |
| l. disseminating information to the public, e.g., annual reports, special reports, news releases. | | X | | | | | |
| 6. Where appropriate, the student should review closed files of cases. | | X | | | | | |
| 7. The student should review complaints received by the Crime Commission. | | X | | | | | |
| 8. The student should be afforded the opportunity to attend conferences, seminars, etc. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. A student should use the resources of the Crime Commission e.g., monitoring public media (newspapers, radio, T.V.) and police records for reports on crimes in their area for a three month period.

   A report on the findings with recommendations should be submitted to and discussed with the Public Service Trainer and Teacher/Coordinator.

2. A student should conduct a survey in his or her immediate neighborhood, and a random survey elsewhere, to determine the attitude of people toward the crime problem, law enforcement agencies, and the courts.

   The student and the Commission should develop the questions for the survey.

   The results of the survey and student recommendations should be discussed with the Public Service Trainer and the Teacher/Coordinator.

3. Keeping in mind the four basic philosophies of punishment (vengeance, deterrence, rehabilitation, and prevention), a student should interview a defense attorney, states attorney, public defender and judge in the criminal justice system about their philosophy of punishment.

   Are certain philosophies characteristic of certain parts of the system?

   The findings should be discussed with the Public Service Trainer and Teacher/Coordinator.

4. A student should participate in research projects of the Commission, such as compiling data on the Illinois sentencing law, which provides for determinate rather than indeterminate sentences for felony cases and places a burden on sentencing judges to give reasons for the selection of particular sentences.

   The findings of the student should be discussed with the Public Service Trainer and Teacher/Coordinator.

5. A student should obtain from the county jail statistical data including:

   a. The jail's rated capacity.
   b. The number of prisoners held at present.
   c. The ethnic breakdown of inmates.
   d. The number awaiting trial as compared with the number already sentenced.

e. Any educational or treatment programs in operation
f. Any special problems.

The student should analyze the above data and discuss the findings with the Public Service Trainer and Teacher/Coordinator.

## RESOURCES

1. Public Service Trainer

2. Chicago Crime Commission pamphlet "Illinois' New Crime Legislation - What Does It Do?"

   Illinois New Sentencing Laws - The Effect on Sentencing in Cook County: Some Early Returns, Testimony of Stephen Schiller, Executive Director Chicago Crime Commission

   Introduction to Correctional Science

   Cook County: The Criminal Court System

   Fair Trial -vs- Free Press

   An Introduction to Criminal Justice

## EVALUATION

1. Suggestions are made in the above activities.

2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Government Affairs, Public Relations, and Political Consultant

Training Station:

KEY: S- School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for government affairs intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with a consulting firm. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with a consultant. | | X | | | | | |
| 5. The student will demonstrate good grooming | X | X | | | | | |
| 6. The student will learn methods of administering the office of a government affairs, public relations and political consulting firm. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a government affairs, public relations and political consulting firm. | | X | | | | | |
| 8. The student will become aware of the function of a government affairs, public relations and political consulting firm. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTI[illegible]

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read special materials on government affairs, public relations, and political consulting. | X | X | | | | | |
| 2. The student will become aware of legislative monitoring in Springfield, IL and Washington, D.C. | | X | | | | | |
| 3. The student will become aware of legislative initiative and advocacy, e.g., services would include preparation of legislation; enlistment of appropriate sponsors and co-sponsors; lobbying efforts designed to assure passage of legislation. | | X | | | | | |
| 4. The student will attend meetings with public officials. | | X | | | | | |
| 5. The student will attend meetings of community groups. | | X | | | | | |
| 6. The student will attend political campaign meetings, e.g., decision making to become a candidate, campaign organization, and campaign strategy. | | X | | | | | |
| 7. The student will participate in election activities. | | X | | | | | |
| 8. The student will attend sessions of the Illinois House of Representatives and Illinois Senate. | | X | | | | | |
| 9. The student will become aware of the function of a Political Action Committee. | | X | | | | | |
| 10. The student will research areas of special concern for a client. | | X | | | | | |
| 11. The student will assist in planning and writing newsletters. | | X | | | | | |
| 12. The student will become aware of the marketing of a service as in the marketing of a candidate or issue (must overcome obstacles). | | X | | | | | |
| 13. The student will become aware of how to make an institution a viable part of the community. | | X | | | | | |
| 14. The student will attend meetings of a company as to: | | | | | | | |
| a. history of the free enterprise system. | | X | | | | | |
| b. how the free enterprise system works. | | X | | | | | |
| c. the present problems in the free enterprise system. | | X | | | | | |
| d. what everyone should be doing to save the free enterprise system. | | X | | | | | |
| 15. The student will become aware of other services of a consulting firm, including reports and/or speeches at meetings, public relations activities not related to legislative matters and other communications. | | X | | | | | |

## SUGGESTED LEARNING ACTIVITIES

1. A student should become aware of a public problem that affects one of the clients of the Government Affairs, Public Relations and Political Consulting firm.

   The student should investigate the problem and prepare a report as follows.

   a. Define the problem

   b. State the cause of the problem

   c. Who is affected by this situation

   d. Indicate why this firm can help solve the problem

   e. Describe what the firm can do to remedy this public problem, and to what degree. Include descriptions of the help and cooperation the firm will need from others, actions it will take, costs in terms of time, energy and money, and the probable results of the firm's plan.

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

2. A student should become aware of a concern that affects one of the business clients of the consulting firm, which focuses on a legislative remedy.

   The student should investigate the concern and prepare a report as follows:

   a. Indicate how the consulting firm is capable of keeping the business client on top of government developments in both Springfield, IL and Washington, D.C.

   b. Indicate ways of helping the business client plan his or her own government affairs program to make or her voice more effective in Springfield, IL and Washington D.C. Describe the groups or types of citizens to contact regarding the problem and tell why they should become involved.

   c. Indicate ways of helping the business client see that qualified people are elected to public office.

   The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

3. A student should accompany a member of the firm to confer with a client. Then the student should prepare a public relations and government affairs proposal as follows:

a. Introduction of the firm
b. Proposal of services to be rendered:

    1. Legislative monitoring
    2. Legislative initiative and advocacy
    3. Newsletter publications
    4. Other services as required e.g., reports, speeches, etc.

The proposal should be discussed with the Public Service Trainer and the Teacher/Coordinator.

4. A student should accompany a member of the firm to confer with a candidate for public office. Then the student should prepare a campaign proposal as follows:

    a. Overview of the campaign
    b. Strategy
    c. Organization
    d. Timetable
    e. Communications
    f. Volunteer Activities

    The proposal should be discussed with the Public Service Trainer and the Teacher/Coordinator.

    If the firm retains the candidate as a client, the student should participate in the campaign activities.

5. The public relations and consulting firm spends much of each day involved both as senders and receivers in one kind of communication or another: talking, listening, reading, and writing. Good communications are essential for every company, unit of government, organization, or individuals.

    The student should review a sampling of the firm's communications and prepare a report as follows:

    a. Indicate the importance of communications

    b. Indicate the role communications play in the business and governmental world

    c. Identify the different kinds of communications used in the firm and recognize the value of each

    d. Indicate the importance of understanding the goals of communications in marketing.

    The report should be discussed with the Public Service Trainer and Teacher/Coordinator.

## RESOURCES

1. Public Service Trainer
2. _Communications in Marketing_

   _Advertising_

   _Understanding the Market Place_

   _Spirit Masters of Activities for Examining Stateland Local Public Problems_

   _Advertising Learning Activity Package_

   _The Newspaper Comes to the Classroom_

   _Campaign Insight_
3. Simulation Game -- _Votes_, _Influence_, _Committee_ and _Pressure_

## EVALUATION

1. Suggestions are made in some of the above acitivities.
2. One or more techniques of the method of evaluation on page 5-3 of this section will be used.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Park District Official

Training Station: ____________

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Park District intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Director of the Park District. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Director of the Park District. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the Park District. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a Park District. | | X | | | | | |
| 8. The student should become aware of the organization and operation of the Park District. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read the park district information book, park district books, and park district magazines. | X | X | | | | | |
| 2. The student will interview the Director of the Park District as to his or her duties, powers, and responsibilities to the residents of the Park District. | | X | | | | | |
| 3. The student will interview a Park District Commissioner as to his or her duties, powers, responsibilities, and electioneering activities. | | X | | | | | |
| 4. The student will have a Park District Budget review: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 5. The student should become aware of how the Park District was planned and what is the "proposed future" of the Park District. | | X | | | | | |
| 6. The student should become familiar with the responsibilities, and job qualifications of the following: | | | | | | | |
| a. Superintendent of Recreation | | X | | | | | |
| b. Center Supervisor | | X | | | | | |
| c. Facility Supervisor | | X | | | | | |
| d. Program Supervisor | | X | | | | | |
| e. Recreation Leader | | X | | | | | |
| f. Recreation Specialist | | X | | | | | |
| g. Superintendent of Aquatics | | X | | | | | |
| h. Pool Manager | | X | | | | | |
| i. Assistant Pool Manager | | X | | | | | |
| j. Senior Lifeguard | | X | | | | | |
| k. Cashier | | X | | | | | |
| l. Superintendent of Parks | | X | | | | | |
| m. Maintenance Supervisor | | X | | | | | |
| 7. The student should have an opportunity to participate in the development and evaluation of a recreation program. | | X | | | | | |
| 8. The student should become familiar with the relationship of the Park District to other units of government. | | X | | | | | |
| 9. The student should attend a minimum of five Park Board meetings. In addition, the student should attend a meeting of the Park District Committees, e.g., finance, building and grounds, and program. | | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 10. The student should become familiar with the writing of Park District reports. |  | X |  |  |  |  |  |
| 11. The student should become familiar with the public relations methods of the Park District. |  | X |  |  |  |  |  |
| 12. The student should become familiar with the keeping of Park District records. |  | X |  |  |  |  |  |
| 13. The student should be afforded the opportunity to attend conferences with the Park District officials. |  | X |  |  |  |  |  |

## SUGGESTED LEARNING ACTIVITIES

1. A student should prepare a report describing the recreation programs offered by the Park District.

   a. How many people participate in the program each year?
   b. When are the programs in operation?
   c. What fees, if any are charged?
   d. What happens if a fee is charged and a citizen can't afford to pay?
   e. What additional recreational programs do you see a need for in your community? Why are they needed?

   The report should be submitted to and discussed with the Public Service Trainer and the Teacher/Coordinator.

2. A student should evaluate the current recreation facilities such as parks, swimming pools, tennis courts, baseball diamonds, playgrounds, roller skating rinks, ice skating rinks, and others as to:

   a. How many of each facility is available.
   b. Serves how many people?
   c. Cost to use?
   d. Condition of facility?
   e. Supervision present?
   f. Restrooms available?
   g. Convenient location?

   The report should be submitted to and discussed with the Public Service Trainer and the Teacher/Coordinator.

3. A student should plan and write a new recreation program for the Park District. In selecting and writing the program the following should be considered:

   a. Characteristics of participants.
   b. Facilities required.
   c. Personnel.
   d. Funds required.
   e. Scheduling.

   The program should be submitted to and discussed with the Public Service Trainer and Teacher/Coordinator.

4. A student should investigate the duties, responsibilities, and job qualifications of the Park District maintenance personnel.

   A written report of the findings should be submitted to and discussed with the Public Service Trainer and Teacher/Coordinator.

5. Based on the current budget, the student should develop a sample Park District budget for next year and discuss the budget with a Park District Official and the Teacher/Coordinator.

   A line-type budget indicating salaries, capitol outlay, and operating expenditures should be developed.

RESOURCES

1. Public Service Trainer and Staff

2. *Creative Administration in Recreation*

   *Parks and Leisure in Modern Society*

   Current Park District Budget

   *Spirit Master Activities for Examining State and Local Public Problems*

   *Careers in Focus -- Exploring Occupations in Personal Services, Hospitality, and Recreation*

   Park District folder of job descriptions, services provided, etc.

EVALUATION

1. Suggestions are made in the above activities.

2. One or more of the techniques of the method of evaluation on page 5-3 of this section will be used.

## SOME SPECIALIZED INSTRUCTIONAL PROGRAMS

The previous pages contain suggested learning activities which combine with the general related and specific related instruction performance objective competencies to meet the career performance objective of each training plan.

The career performance objective can also be met with the development of specialized instructional programs. Five student internship experiences follow this method of instruction: Firefighter, Paramedic, Police Officer, Outreach Program of the Girl Scout Council, and the Village Building and Zoning Official.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Firefighter

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for the fire department intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Deputy Fire Chief. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Deputy Fire Chief. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administration of the fire department. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a municipal fire department. | | X | | | | | |
| 8. The student should become aware of the function of the fire department, various sub-departments, and department procedures. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read the village practicum information book, fire department books, and appropriate chapters of the municipal code. | X | X | | | | | |
| 2. The student will have an interview with the Deputy Fire Chief concerning the relationship of the fire department to the entire village, e.g., residential area, industrial park, west of Rt. 53, unincorporated areas. | | X | | | | | |
| 3. The student will have a budget review with the Deputy Fire Chief: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will spend a minimum of two weeks introduction in the following: | | | | | | | |
| a. Communications | | X | | | | | |
| b. Fire Prevention Bureau, e.g., inspection of buildings | | X | | | | | |
| c. Para-Medics | | X | | | | | |
| d. Fire suppression, e.g., movies, drills, on calls with captain | | X | | | | | |
| e. Pre-Fire Plan program | | X | | | | | |
| f. Disabled Alert program | | X | | | | | |
| 5. The student should be assigned sections of the International Fire Service Training Association IFSTA manuals to read. | X | X | | | | | |
| 6. After reading the IFSTA manuals, a fire fighter should discuss the materials with the student. Wherever possible, a demonstration should be arranged to explain IFSTA manuals. | | X | | | | | |
| 7. The student should become aware of the skills necessary to be employed as a fire fighter and para-medic. | | X | | | | | |
| 8. The student should become aware of the training of a firefighter and para-medic (including an explanation of fire equipment). | | X | | | | | |
| 9. The student should become aware of the relationship of a municipal fire department to other units of government. | | X | | | | | |
| 10. The student will attend a minimum of three village board meetings and two village committee meetings and discuss those meetings with a village trustee. | | X | | | | | |
| 11. The student should become familiar with the writing of fire department reports. | | X | | | | | |
| 12. The student should become familiar with the keeping of fire departments records. | | X | | | | | |
| 13. The student should be afforded the opportunity to attend some fire prevention, fire suppression, para-medic, etc. courses at Harper College and Northwest Community Hospital as well as appropriate conferences. | | X | | | | | |

## FIREFIGHTER INTERN

| NO. OF WKS. | SUBJECT | | READING ASSIGNMENT |
|---|---|---|---|
| (1) | I. | Orientation | |
| | 1. | Outline of Firefighter training program | 200 Hour |
| | 2. | High School student's responsibilities. | Certified |
| | 3. | Familiarization with the Fire Department facilities. | Course - |
| | 4. | Operation of the Fire Department including responsibilities of Fire Department personnel. | |
| | 5. | General rules and procedures. | |
| | 6. | Employee activities and services | IFSTA 203 |
| | 7. | Pay. | pp.17, 209 |
| | 8. | Self-improvement and promotion opportunities. | IFSTA 106 |
| | 9. | Personal conduct - appearance. | p. 45 |
| | 10. | Public relations and its effect on the Fire Department budget and recruitment. | IFSTA 202 |
| | 11. | Fire Department community image and participation in community projects, i.e., children's programs. | IFSTA 107<br>p. 104 |
| | 12. | Importance of knowing Fire Department terminology. | IFSTA 108<br>p. 59 |
| | 13. | Law as it applies to the fire service (rights, duties and liabilities). | |
| | 14. | Familiarization with reference material. | |

Instructor ______________________ Date ______________________

| NO. OF WKS. | SUBJECT | | READING ASSIGNMENT |
|---|---|---|---|
| (1) | II. | Fire Behavior<br>Objectives: | |
| | 1. | The student shall demonstrate the knowledge of fire behavior including the chemistry of fire, flame, spread, flash over, phases of burning, classes of fire and heat transfer. | IFSTA 200<br>pp. 3-12 |

Discussion Topics:

1. Principles of combustion.
2. Classes of fire and characteristics of combustibles.
3. Characteristics and hazards of explosives.
4. Fire protection, fire prevention and fire fighting of hazardous materials and chemicals.
5. Stages and phases of burning.
6. The law of heat flow.
7. Flammable liquids e.g., flash point, burning point, ignition temperature, handling equipment.
8. Compresses gases e.g., appliances, piping, manufacture, identification.
9. Hazardous materials.
10. Hazardous chemicals.

Instructor ______________________ Date ______________________

(1) III. Extinguishers and Extinguishing Agents

Objectives:

1. The student shall identify the classification of types of fire as they relate to the use of portable extinguishers.

2. The student, given a group of differing extinguishers, shall demonstrate the appropriate extinguishers for the various classes of fire.

3. The firefighter shall identify the portable extinguisher rating system.

4. The fire fighter shall demonstrate the knowledge of fire suppression agents.

Discussion Topics:

1. Extinguisher principles and operation. IFSTA 200

2. Extinguisher ratings. pp. 12-24

3. Extinguisher limitations, care and maintenance.

4. Extinguishing agents - water, foams, carbon dioxide, dry chemicals and dry powder - wetting agents.

5. Agent limitations, application and compatibility.

Instructor ______________________ Date ______________________

(1) IV. Small Tools and Equipment

Discussion Topics:

1. Identification, location, purpose, use, transporting, care and maintenance of all hand tools and equipment.

IFSTA 101
pp. 10-14
IFSTA 201
pp. 9-27
IFSTA 206
pp. 68-72

Instructor ______________________ Date ______________________

NO.
OF
WKS. SUBJECT — READING ASSIGNMENTS

(1) V. Communications

Objectives

1. The student shall demonstrate knowledge of the correct procedure for a citizen to report a fire, or other emergency. — IFSTA 200 pp. 324-332

2. The student shall demonstrate correctly receiving an alarm or a report of an emergency and initiate proper action.

3. The student shall describe the purpose and functioning of all alarm receiving instruments and personal alerting equipment provided.

4. The student shall demonstrate station watch duties as assigned by the authority having jurisdiction.

5. The student shall demonstrate any traffic control devices installed in the fire station to facilitate the response of apparatus.

6. The student shall demonstrate procedures required for receipt and processing of business and personal calls.

7. The student shall demonstrate prescribed fire department radio procedures.

8. The student shall demonstrate policy and procedures concerning the ordering and transmitting of multiple alarms of fire and calls for special assistance.

9. The student shall identify and explain all fire alarm signals, including multiple alarm, and special signals, governing the movements of fire apparatus and the action to be taken upon the receipt of each signal.

Discussion Topics:

1. Receiving and recording fire calls — IFSTA 200 pp. 323-332

2. Dispatching equipment and apparatus.

3. Relaying information to proper authorities.

| NO. OF WKS. | SUBJECT | READING ASSIGNMENTS |
|---|---|---|

4. Transmitting and receiving voice messages over all media.

5. Standard words and phrases.

6. Communications with mutual aid participants.

7. Special codes.

8. Radio communication networks and procedure.

9. Maintaining daily activity log and records on personnel, apparatus movements, fires, alarms and equipment tests.

10. Familiarization with principles and operation of all communications equipment.

11. Tests required on communications equipment.

12. Fire department radio and receiving equipment operation and terminology.

Instructor ____________________ Date ____________________

(1) VI. Ropes and Knots

Objectives:

1. The student, when given the name, picture or actual knot used by the department, shall identify it, and describe the purpose for which it would be used.

2. The student, when given the proper size and amount of rope, shall demonstrate tying a bowline knot, a clove hitch, and a becket or sheet bend.

NO. OF WKS. | SUBJECT | READING ASSIGNMENTS

3. The student, given the proper rope, shall demonstrate the bight, loop, round turn, and half hitch as used in tying knots and hitches.

4. The student, using an approved knot, shall hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet.

5. The student shall demonstrate the methods of inspecting, cleaning, and maintaining rope.

Discussion Topics:

1. Purposes, uses, application and care. — IFSTA 200 pp. 25-35

2. Types.

3. Testing and inspecting.

4. Tying - bowline, bowline on a bight, running bowline, chimney hitch, clove hitch, becket bend, square knot, sheep shank, timber hitch, double bowline.

5. Use in hoisting, rescue, escape rappelling rope slings, anchoring, crowning, splicing.

6. Storing, bagging and coiling.

Instructor ______________________ Date ______________________

(1) VII. Breathing Equipment

Discussion Topics:

1. General operating principles.

2. Care, maintenance and minor repair.

3. Donning the various models - coat method, overhead method, and form vehicle mount.

4. Limitations.

IFSTA 108
pp. 28, 46-47
30-42, 5, 25-27,
50-58, 29, 48-49,
10 and
IFSTA 201
pp. 109-194

| NO. OF WKS. | SUBJECT | READING ASSIGNMENTS |
|---|---|---|

5. Uses

6. Familiarization with canister (oxygen generating) type and compresses air/oxygen demand-regulator types.

7. Applicable situations and degree of protection afforded.

Instructor ____________________ Date ____________________

(1) VIII. Ladders

Objectives:

1. The student shall identify all ladders specified by the authority having jurisdiction, and describe their uses.

2. If possible, the student will demonstrate or observe the firefighter, operating as an individual and as a member of a team, shall demonstrate the following ladder carries, the method of carry being specified by the authority having jurisdiction:

   (a) One person carry
   (b) Two person carry
   (c) Three person carry
   (d) Four person carry
   (e) Five person carry
   (f) Six person carry

3. If possible, the student will demonstrate or observe the firefighter, operating as an individual and as a member of a team, shall raise every type and size of ground ladder as specified by the authority having jurisdiction; and use several different raises for each ladder.

4. If possible, the student will demonstrate or observe the firefighter correctly climb the full length of every type of ground and aerial ladder, as specified by the authority having jurisdiction.

5. If possible, the student will demonstrate or observe the firefighter correctly climb the full length of every type of ground and aerial ladder, as specified by the authority having jurisdiction, carrying fire fighting tools or equipment while a ascending and descending the ladder.

6. If possible, the student will demonstrate or observe the firefighter correctly climb the full length of every type of ground and aerial ladder as specified by the authority having jurisdiction and bring an "injured person" down the ladders.

7. If possible, the student will demonstrate or observe the firefighter demonstrate the methods of working from ground or aerial ladders with tools and appliances, with and without a life belt, as specified by the authority having jurisdiction.

8. If possible, the student will demonstrate or observe the firefighter demonstrate the proper procedure for cleaning ladders.

Discussion Topics:

1. Familiarization with all types of ladders used in the local department.

2. Ladder evolutions and uses.

3. Flat and beam raises.

4. Methods of carrying and raising with various numbers of participants.

5. Methods and procedures for bridging, guying, spacing, placing, anchoring, climbing and working from, with, a variety of tools.

6. Procedures for passing hose and other equipment up and down ladders.

7. Ladder terms and definitions.
8. Mounting ladders on apparatus.
9. Placement and climbing.
10. Maintenance, testing and repairing.
11. Climbing and operating from aerial ladders.
12. Operating elevated ladder pipes.
13. Preparing elevating platforms for use.
14. Operating elevating platforms.

Instructor ______________ Date ______________

(2) IX. Hose

Objectives:

1. If possible, the student will demonstrate or observe the firefighter, given an approved fire department pumper, shall identify the sizes, types, amounts and use of hose carried on that pumper.

2. If possible the student will demonstrate or observe the firefighter, given an approved fire department pumper, shall identify the use of hose adaptors, and hose appliances carried on that pumper.

3. If possible, the student will demonstrate or observe the firefighter, given the necessary equipment and operating as an individual and as a member of a team, shall advance dry hose lines of two different sizes, both of which shall be 1½" or larger from a pumper:

   (a) into a structure
   (b) up a ladder into an upper floor window
   (c) up an inside stairway to an upper floor
   (d) up an outside stairway to an upper floor
   (e) down an inside stairway to a lower floor
   (f) down an outside stairway to a lower floor
   (g) to an upper floor by hoisting.

4. If possible the student will demonstrate or observe the firefighter, given the necessary equipment and operating as an individual and as a member of a team, shall advance charged attack lines of two different sizes, both of which shall be 1½" or larger, from a pumper:

(a) into a structure
(b) up a ladder into an upper floor window
(c) up an inside stairway to an upper floor
(d) up an outside stairway to an upper floor
(e) down an inside stairway to a lower floor
(f) down an outside stairway to a lower floor
(g) to an upper floor by hoisting

5. If possible, the student will demonstrate or observe the firefighter demonstrate cleaning fire hose, couplings, and nozzles; and inspecting for damage.

6. If possible, the student will demonstrate or observe the firefighter demonstrate the connection of fire hose to a hydrant, and the operation of fully opening and closing the hydrant.

7. If possible, the student will demonstrate or observe the firefighter demonstrate the loading of fire hose on fire apparatus as prescribed by the authority having jurisdiction; and also identify the purpose of at least three types of hose loads and finishes.

8. If possible, the student will demonstrate or observe the firefighter demonstrate at least three hose rolls as specified by the authority having jurisdiction.

9. If possible, the student will demonstrate or observe the firefighter demonstrate at least two hose carries as specified by the authority having jurisdiction.

10. If possible, the student will demonstrate or observe the firefighter demonstrate at least two methods of coupling and uncoupling fire hose as specified by the authority having jurisdiction.

11. If possible, the student will demonstrate or observe the firefighter demonstrate at least two hose drags as specified by the authority having jurisdiction.

12. If possible, the student will demonstrate or observe the firefighter demonstrate, given the necessary equipment and operating as an individual and as a member of a team, shall demonstrate the method of working from a ladder with charged attack lines of two different sizes, both of which shall be 1½" or larger, from a pumper.

13. If possible, the student will demonstrate or observe the firefighter demonstrate the methods of carrying hose into a building to be connected to a standpipe, and the methods of advancing a hose line from a standpipe, as specified by the authority having jurisdiction.

14. If possible, the student will demonstrate or observe the firefighter demonstrate the methods for extending a hose line, and replacing a burst section as specified by the authority having jurisdiction.

Discussion Topics:

1. Selection and testing. IFSTA 200 pp.335-341

2. General care and protection.

3, Washing and drying.

4. Storing.

5. Coupling, recoupling and gaskets.

6. Loads and load finishes.

   (a) forward and reverse lay and multiple lines
   (b) horseshoe, reverse horseshoe
   (c) accordion
   (d) divided hose bed
   (e) skid load finish
   (f) donut roll finish
   (g) hose rolls

7. Preconnected hose and nozzles.

8. Attaching nozzles and other equipment.

9. Supplying lines to other equipment.

10. Lines for relay pumping.

11. Hard and soft suction hoses - applicability.

12. Advancing lines - upstairs, up ladders, dry, charged.

13. Replacing bursted sections.

14. Hose jackets.

15. Hose clamps.

16. Anchoring hose - hose strap, wall hook, rope tool,

Instructor ____________________ Date ____________________

NO.
OF
WKS. SUBJECT

READING
ASSIGNMENTS

(1) X. Water Supply

Objectives:

1. The student shall demonstrate or observe the firefighter demonstrate knowledge of the water distribution system, and other water supplies in the local community.

2. The student shall demonstrate or observe the firefighter identify the following parts of a water distribution system:

   (a) Distributors
   (b) Primary feeders
   (c) Secondary feeders

3. The student shall identify the following types of fire hydrants:

   (a) Dry-barrel fire hydrant
   (b) Wet-barrel fire hydrant

4. The student shall identify the following:

   (a) Normal operating pressure of a water distribution system
   (b) Residual pressure of a water distribution system
   (c) The flow pressure from an opening that is flowing water

5. The student shall identify the following types of watermain valves:

   (a) Indicating
   (b) Non-Indicating
   (c) Post Indicator
   (d) Outside Screw and Yoke

6. The student shall identify and determine fire hydrant usability by inspecting for:

   (a) Obstructions to use of hydrant
   (b) Direction of hydrant outlets to suitability of use
   (c) Mechanical above-ground damage
   (d) Condition of paint or rust and corrosion
   (e) The full flow by fully opening and closing the hydrant
   (f) Ability to drain

Discussion Topics:

1. Properties of water.

IFSTA 200
pp. 335-341

2. Sources of water supply

3. Intermediate supply and pumping facilities.

4. Water distribution systems.

5. Water mains and valves.

6. Fire protection water requirements.

7. Fire hydrant types, specifications, installation, distribution, outlet maintenance, markings.

8. Head pressure, back pressure, static pressure, residual pressure, friction loss.

9. Water supply formulas and computations.

10. Tank volume and capacities.

11. Water maps and records.

12. Supplying sprinkler and standpipe systems.

13. Water supply systems for high-rise buildings.

____________________ ____________________
Instructor Date

(1) XI. Fire Streams

Objectives:

1. The student shall (given fire situations for each situation):

   (a) Identify the phase of burning.
   (b) Select the proper nozzle and hose size.

2. The student shall identify characteristics of given types of fire streams.

3. The student, given five fire ground situations, shall select and identify the proper adaptors or appliances.

4. The student shall demonstrate the method and procedure of forcible entry through any door, window, ceiling, roof, floor or vertical barrier specified by the authority having jurisdiction.

Discussion Topics:

IFSTA 200
pp. 185-207

1. Purposes.
2. Conditions requiring forcible entry.
3. Use of all forcible entry tools in safe and efficient manner.
4. General construction features considered.
5. Opening doors (all popular types).
6. Opening windows (all popular types).
7. Opening roofs - flat, pitched, arched, concrete, metal other consturction.
8. Using natural openings
9. Opening floors.
10. Opening walls - masonry, metal, wood, frame, windowless.
11. Opening ceilings.
12. Opening partitions.
13. Responsibility for forcible entry.

____________________ ________________________

Instructor Date

XIII. Ventilation

(1) Objectives:

1. The student shall define the principles of ventilation and identify the advantages and effects of ventilation.
2. The student shall identify the dangers present, and precautions to be taken in performing ventilation.
3. The student shall demonstrate opening various types of windows from inside, outside; with, and without the use of fire department tools.

4. The student shall identify several precautions to be followed while advancing hose lines to a fire.

5. The student shall identify three conditions that result in pressure losses in a hose line.

6. The student shall identify three observable results that are obtained when the proper application of a fire stream is accomplished.

7. The student, given the necessary resources, shall identify, select, and assemble those items required to develop at least three types of fire streams.

Instructor ______________________ Date ______________________

(2) XII. Forcible Entry

Objectives:

1. The student shall identify and demonstrate the use of each type of forcible entry tool used by the authority having jurisdiction.

2. The student shall demonstrate the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool and equipment.

3. The student shall identify materials and construction features of doors, windows, roofs, floors, and veritcal barriers found in the area of the authority having jurisdiction and shall also identify dangers associated with each in an emergency situation.

4. The student shall demonstrate breaking window or door glass, and removing obstruction, without harm to himself/herself or others.

5. The student shall, given a fire axe, demonstrate the ventilation of a roof and a floor.

6. The student shall identify and explain the theory of "back draft explosion."

Discussion Topics:

IFSTA 200
pp. 235-248

1. Theory, application, and purposes.
2. Responsibility of fire fighters in ventilating.
3. Objectives and advantages.
4. Confined burning situations and hazards.
5. Products of combustion in confined burning (review).
6. Structural construction features (review).
7. Roof types (review).
8. Automatic and/or installed ventilating theory and devices.
9. The "Stack" effect.
10. Horizontal and vertical ventilation.
11. Forced ventilation theory, equipment, and practices.
12. Opening the structure.
13. Using fire streams for ventilation.

____________________ ____________________
Instructor Date

(2) XIV. Rescue

Objectives:

1. The student shall demonstrate the removal of injured persons from the immediate hazard by the use of carries, drags, and stretchers.

2. The student shall observe and demonstrate the procedure of searching for victims in burning, smoke-filled buildings, or other hostile environments.

3. The student shall demonstrate and explain the uses of a life belt.

4. The student shall demonstrate the use of the life net used by the authority having jurisdiction.

5. The student shall demonstrate procedures for action when trapped or disoriented in a fire situation, or in a hostile environment.

6. The student shall demonstrate the procedure to remove debris, rubble and other materials found at a cave-in.

7. The student shall demonstrate the use of the following rescue tools:

   (a) Shoring blocks
   (b) Trench jacks
   (c) Block and tackle
   (d) Hydraulic jacks
   (e) Screw jacks

8. The student shall demonstrate how to prepare a victim for emergency transportation by using standard available equipment or by improvising a method.

9. The student shall identify some dangers of search and rescue missions in tunnels, caves, construction sites and other hazardous areas as specified by the authority having jurisdiction.

Discussion Topics:

1. Situation involving rescue work.

2. Conditions in which victims might be found.

3. Primary and secondary rescue functions.

4. Personal protection.

5. Rescue procedures - methods and techniques (all situations).

6. Search techniques.

7. Extrication.

8. Victim handling, raising, lowering and transporting

9. Respiratory hazards and protection including: smoke, acid gases and vapors, irritant gases, asphyxiant gases.

10. Tools, ropes, life belts, and equipment utilized in rescue.
11. Use of ladders, aerial ladders and elevated platforms.
12. Detection devices used in rescue.
13. Life net practices.
14. Pre-rescue planning.

Instructor ______________ Date ______________

(2)XV. Salvage and Overhaul

Objectives:

1. The student shall identify and describe the purpose of salvage, and its value to the public and the fire department.
2. The student shall, as an individual and as a member of a team, demonstrate folds and rolls of salvage covers as used by the authority having jurisdiction.
3. The student, as an individual and as a member of a team, shall demonstrate salvage cover throws as used by the authority having jurisdiction.
4. The student shall demonstrate the methods of inspection, cleaning, and maintaining salvage equipment.
5. The student shall demonstrate the fire department procedure for overhaul of a building and its contents.

Discussion Topics:

1. Purposes and techniques. IFSTA 200 pp. 263-287
2. Fire Department responsibility.
3. Values.
4. Salvage equipment - use and procedures.
5. Salvage covers - care, testing, folding and spreading.
6. Arranging material to be covered.
7. Removing water from buildings.

8. Restoring premises.
9. Overhaul purposes and techniques.
10. Searching for hidden fires.
11. Preserving evidence.
12. Determining the cause of the fire.
13. Releasing the premises.
14. Obtaining data for official reports.

Instructor ____________________ Date ____________________

(2) XVI. Fire Prevention and Inspection Practices

Objectives:

1. The student shall demonstrate, in writing, knowledge of the common causes of fires and their prevention.
2. The student shall demonstrate a knowledge of the fire inspection procedures used by the fire department.
3. The student shall describe the importance of public relations relative to the inspection programs of the fire department.
4. The student shall identify dwelling inspection procedures established by the authority having jurisdiction.
5. The student will observe the Pre-Fire Plan program.
6. The student shall explain the significance of school fire drills and the dangers of false alarms.
7. The student shall demonstrate life safety programs for the home.

Discussion Topics:

IFSTA 200
pp. 289-310

1. Introduction to fire prevention and inspection practices.
2. Introduction to life safety code.
3. Conducting in-service company inspections.
4. Values of inspections in pre-fire planning.
5. Fire prevention laws, rules and ordinances.

6. Purpose of inspections by: fire prevention bureau, private fire brigades, building or area fire wardens, insurance organizations, state agencies and officials.

7. Building construction features.

8. Fire walls, fire doors and partitions.

9. Fire windows and fire shutters, smoke dampers and fire stops.

10. Ventilating devices.

11. Inspecting a fire scene.

12. Fire prevention files, records, reports and maps.

13. Public fire prevention education programs.

14. Seasonal and monthly campaigns.

15. Fraternal, social and children's campaigns.

16. Bureau cooperation with industrial activities.

17. National Fire Prevention Week.

18. News media value and cooperation.

19. Building codes and standards.

20. Value of photography to the fire service.

______________________ ______________________
Instructor Date

# PARAMEDIC INTERN

## Basic Rescuer Course

Student ______________________
(Name)

Reading Assignments: All reading assignments are from the book: Emergency Care and the assignments precede the objectives

Emergency Care

Read:
Chapter 1, "The Emergency Situation," pp. 1 - 45 prior to the student internship at the fire department.

I. Overview and film "Pulse of Life."

Objectives:

1. The student should be able to identify the difference between clinical and biological death.
2. The student should be able to describe the general state of a victim needing cardiopulmonary resuscitation.

______________________ Instructor ______________________ Date

II. Airways - Obstructed Airways - Neck Fractures, pp. 45 - 55 and 130 - 133.

Objectives:

1. The student should describe the steps in beginning ventilation.
2. The student should describe the head tilt maneuver.
3. The student should be able to describe a person with an obstructed airway.
4. The student should describe the treatment for a person experiencing an obstructed airway.

______________________ Instructor ______________________ Date

Techniques of Cardiopulmonary Resuscitation, pp. 55-61, 75-79.

Objectives:

1. The student should be able to describe the technique of chest compressions.

Instructor ______________________ Date ______________________

IV. One Rescuer CPR, pp. 79-95, 233-235.

Objectives:

1. The student should be able to describe the resuscitation techniques for one rescuer.

Instructor ______________________ Date ______________________

V. Two Rescuers CPR, pp. 79-85, 233-235.

Objectives:

1. The student should be able to describe the resuscitation techniques for two rescuers.

Instructor ______________________ Date ______________________

VI. Infants and small children, other unusual problems, pp. 79-85, 233-235.

Objectives:

1. The student should be able to describe the differences in resuscitation techniques for infants and children.

Instructor ______________________ Date ______________________

VII. Practice, practical and written test.

Instructor ______________________ Date ______________________

## Ambulance Orientation

Reference.....
Emergency Care, pp. 313-319.

I. Black Bag.

Objectives:

1. The student should be able to describe the contents of the black bag and its use.

Instructor ____________________ Date ____________________

II. First Aid Kit

Objectives:

1. The student should be able to describe the contents of the first aid kit and its use.

Instructor ____________________ Date ____________________

III. Radio - Telemetry

A. Set up.

Objectives:

1. The student should be able to describe the basic units of the Radio-Telemetry system.

Instructor ____________________ Date ____________________

B. Communication Techniques.

Instructor ____________________ Date ____________________

C. Phone back up.

Instructor ____________________ Date ____________________

IV. Drug Box and IV setup.

Objectives:

1. The student should be able to identify the drug box and the items necessary to complete an IV setup.

Instructor ____________________ Date ____________________

V. Miscellaneous equipment.

Objectives:

1. The student should be able to identify the various stretchers, e.g., orthopedic (scoop) stretcher.
2. The student should be able to identify the various back boards, e.g., longboard, short (under cot mattress), and spine board.

Instructor ____________________ Date ____________________

## EMERGENCY SKILLS AND KNOWLEDGE

### I. Bleeding pp. 85 - 102

Blood characteristics and functions, types of bleeding, emergency care for bleeding. Types and uses of dressings and bandages.

Objectives:

1. The student should be able to identify two types of bleeding.
2. The student should be able to describe the difference between bandage and dressing.

Instructor ______________________ Date ______________________

### II. Shock pp. 109 - 119

Physiological basis, types, signs and symptoms, and emergency care of patients in shock. Vital sign determination.

Objectives:

1. The student should be able to recognize and describe the signs and symptoms of shock.
2. The student should be able to take blood pressure, pulse, and respirations.

Instructor ______________________ Date ______________________

### III. Heart attack, stroke, dyspnea, pp. 207 - 216, 251 - 253

Signs, symptoms, causes, consequences, and emergency care.

Objectives:

1. The student should be able to describe the major symptoms of a heart attack.

Instructor ______________________ Date ______________________

### IV. Diabetes, epilepsy, and poisons, pp. 216 - 219, 220 - 230

Emergency care for patients suffering from diabetic coma, insulin shock, and epileptic seizure. Emergency care for patients who have ingested poisons or who have been bitten by insects, snakes, or other animals.

IV. Diabetes, epilepsy and poisons, continued.....

Objectives:

1. The student should be able to describe what diabetes is and give the emergency treatment of a suspected insulin shock.

Instructor Date

V. Fractures and dislocations:

Anatomy and physiology of the muscular and skelatal systems: Emergency care for fractures, dislocations and sprains.

Objectives:

1. The student should be able to label the major parts of the skelatal system diagram.
2. The student should be able to identify the two major types of fractures.
3. The student should be able to explain the reason for splinting fractures.
4. The student should be able to explain the general rules of splinting.

Instructor Date

Upper extremities.

Instructor Date

Lower extremeities.

Instructor Date

Spinal injuries.

Instructor Date

VI. Injuries to the head. pp. 149-159, 124-130

Emergency care for patients with skull fractures, brain damage and facial injuries.

VI. Injuries to the head, continued.....

Objectives:

1. The student should be able to describe the best method for controlling bleeding from the scalp.
2. The student should be able to explain why an unconscious state is dangerous for the victim.

Instructor ______________________ Date ______________________

VII.Injuries to the eye, pp. 149-159, 112-130

Care for eye injuries, significance of the appearance of the eye as a vital sign.

Objectives:

1. The student should be able to identify cornea, sclera, pupil, and iris on a diagram.
2. The student should be able to explain that when eye is covered because of injury, the other eye must also be covered.
3. The student should be able to explain the dangers in treating a laceration of the eyeball.

Instructor ______________________ Date ______________________

VIII.Injuries to the chest. pp. 133-141

Objectives:

1. The student should be able to identify flail chest.
2. The student should be able to describe the treatment for a sucking chest wound.
3. The student should be able to explain pneumothorax and hemothorax.

Flail chest

Instructor ______________________ Date ______________________

Sucking chest wounds

0433

Instructor ______________________ Date ______________________

VIII. Injuries to the Chest, continued.....

Pneumothorax and hemothorax

Instructor Date

Pericardial Tamponade

Instructor Date

IX. Burns, pp. 238-245

Care of heat and chemical burns

Objectives:

1. The student should be able to describe the primary treatment of a thermal burn.
2. The student should be able to describe the primary treatment for chemical burns.

Instructor Date

X. Drowning and environmental emergencies, pp. 253-255, 245-251 255-265

Objectives:

1. The student should be able to describe the mechanism of drowning.
2. The student should be able to describe the treatment of frostbite.
3. The student should be able to describe the symptom of heat stroke and exhaustion.

Heat stroke and exhaustion

Instructor Date

Process of Drowning

Instructor Date

Frostbite

Instructor Date

## TRAINING PLAN

Instructor/Coordinator

Career Performance Objective: The student will demonstrate those skills of a Police Officer

Training Station: ____________________

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for police intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Deputy Chief of Police. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Deputy Chief of Police. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of police administration. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a municipal police department. | | X | | | | | |
| 8. The student should become aware of the function of the police department, various sub-departments, and department procedures. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read village practicum information book, police books, and appropriate chapters of the municipal code. | X | X | | | | | |
| 2. The student will have an interview with the Deputy Police Chief concerning the relationship of the Police Department to the entire village, e.g., residential area, industrial park, west of Rt. 53, unincorporated areas | | X | | | | | |
| 3. The student will have a budget review with Deputy Police Chief: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will spend a minimum of two weeks in the following areas: | | | | | | | |
| a. patrol (traffic, arrests, criminal). | | X | | | | | |
| b. investigations. | | X | | | | | |
| c. radio system - central dispatching service. | | X | | | | | |
| d. photo lab. | | X | | | | | |
| e. chemical analysis. | | X | | | | | |
| f. identification. | | X | | | | | |
| g. youth. | | X | | | | | |
| h. records. | | X | | | | | |
| i. social services. | | X | | | | | |
| j. community officer program. | | X | | | | | |
| k. court appearances. | | X | | | | | |
| 5. The student should become aware of the skills necessary to be employed as a police officer. | | X | | | | | |
| 6. The student should become aware of the training of a police officer. | | X | | | | | |
| 7. The student should understand the relationship of municipal police department with the county and state law enforcement agencies. | | X | | | | | |
| 8. The student should have weekly discussions with the school police counselor. | | X | | | | | |
| 9. The student will attend a minimum of three village board meetings and two village committee meetings. The student will discuss those meetings with a village trustee. | | X | | | | | |
| 10. The student should become familiar with the writing of police reports. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 11. The student should become familiar with the keeping of police records. | | X | | | | | |
| 12. The student should be afforded the opportunity to attend some law enforcement classes at Harper College as well as appropriate conferences. | X | X | | | | | |

# POLICE DEPARTMENT INTERN

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENTS |
|---|---|---|---|
| (1) | I. Techniques of Police Work<br>A. Laws and Arrest<br>1. Crimes and offenses<br>a. crime<br>b. criminal offense<br>c. continuing offense<br>d. federal crimes and offenses<br>e. penal<br>2. Felony and misdemeanor<br>3. Arrest, apprehension, etc.<br>4. Warrant of arrest | Police Dept. | Laws of Arrest<br>pp. 2-8, 10-11 |
| | B. Principles of Criminal Liability<br>1. Criminal act and mental state<br>a. voluntary act<br>b. possession as voluntary act<br>c. mental state<br>d. intent<br>e. knowledge<br>f. recklessness<br>g. ignorance or mistake<br>h. absolute liability<br>2. Parties to crime<br>a. accountability for conduct of another<br>b. when accountability exists<br>c. separate conviction of person accountable<br>d. responsibility of corporation<br>e. accountability for conduct of corporation<br>3. Responsibility<br>a. infancy<br>b. insanity<br>c. intoxicated or drugged condition<br>d. affirmative defense | | Illinois Criminal Law and Procedure for 1977<br>(Revised Statutes)<br>Chap. 38,<br>pp. 51-53,<br>Articles 4,5,26 |

Instructor ____________________ Date ____________________

(1)II. Field Experience Related to Laws of Arrest

Instructor ____________________ Date ____________________

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENTS |
|---|---|---|---|
| 1) | III. Elements of Arrest | | Laws of Arrest pp. 42-55 |
| | A. Elements in general | | |
| | B. Purpose or intention to arrest | | |
| | C. Real or assumed (pretended) authority | | |
| | D. Seizure of the person | | |
| | E. Intention and understanding of person arrested | | |
| | F. When arrest occurs | | |

Instructor ____________________ Date ____________________

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENTS |
|---|---|---|---|
| (1) | IV. Field Experience Related to Elements of Arrest | | |

Instructor ____________________ Date ____________________

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENTS |
|---|---|---|---|
| (1) | V. Confrontation of the Suspect | | Justice Without Trial, pp. 91-96 |
| | A. Moving Violations: prosecutorial routine | | |
| | B. The modification of routine: police involvement | | |
| | C. Justifiable use of force: exoneration | | Illinois Revised Statutes Chapter 38. Article 7, pp. 53-55 |
| | 1. Use of force in defense of person | | |
| | 2. Use of force in defense of dwelling | | |
| | 3. Use of force in defense of other property | | |
| | 4. Use of force by aggressor | | |
| | 5. Peace officer's use of force in making arrest | | |
| | 6. Private person's use of force in making arrest | | |
| | 7. Private person's use of force in resisting arrest | | |
| | 8. Force likely to cause death or great bodily harm | | |

9. Use of force to prevent escape
10. Execution of death sentence
11. Compulsion
12. Entrapment
13. Necessity
14. Affirmative defense

Instructor ______________ Date ______________

(1) VI. Field Experience Related to Confrontation of the Suspect

Instructor ______________ Date ______________

(1) VII. Use of Force in Making Arrest — Laws of Arrest pp. 295-310

A. Use of force in general

B. Reasonable force defined and discussed
  1. use of night stick
  2. use of handcuffs

C. Use of deadly force in felony arrest and misdemeanor arrest

D. Officer's use of force in self-defense

E. Use of force by private person making arrest

F. Effect of use of excessive force

Instructor ______________ Date ______________

VIII. Field Experience Related to Use of Force in Making Arrest

(1)

Instructor ______________ Date ______________

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENT |
|---|---|---|---|
| (1) | IX. Resisting Arrest | | |
| | A. Historical background of resistance to arrest | | Information presented by the police officer |
| | B. Resistance to arrest in general | | |
| | C. What constitutes resistance | | |
| | D. Conduct not constituting resistance | | |
| | E. When resistance occurs | | |
| | F. Right to resist unlawful arrest | | |
| | G. Right to resist arrest of another | | |
| | H. Extent of resistance permitted:<br>1. cannot use excessive force<br>2. use of deadly force | | |
| | I. Statutory restrictions on resistance | | |

Instructor ____________________ Date ____________________

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENT |
|---|---|---|---|
| (1) | X. Field Experience Related to Resisting Arrest | | |

Instructor ____________________ Date ____________________

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENT |
|---|---|---|---|
| (1) | XI. Use of Police Complaints | | Laws of Arrest pp. 423-433 |
| | A. Police complaints in general | | |
| | B. Right to verify complaint not dependent upon arrest of authority | | |
| | C. Verification of complaints<br>1. Information and belief<br>2. Verification in positive terms | | |
| | D. Complaint verified positively, complainant's actual knowledge immaterial | | |
| | E. Complaint serving merely as pleading | | |
| | F. Waiver of defects | | |
| | G. Charging Offense other than that for which arrest was made | | |

Instructor ____________________ Date ____________________

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENTS |
|---|---|---|---|
| (1) | XII. Field Experience Related to Use of Police Complaints | | |

Instructor ________________ Date ________________

| NO. OF DAYS | SUBJECT | LOCATION | READING ASSIGNMENTS |
|---|---|---|---|
| (2) | XIII. Police Interrogation and Confessions | | Criminal Procedure In A Nutshell - Constitutional Limitations pp. 196-243 |

A. Introduction
  1. The confession dilemma
  2. The Supreme Court's response

B. The Voluntariness "Totality of Circumstances" test

C. The right of counsel
  1. Pre-Escobedo
  2. Meaning of Escobedo

D. The privilege against self-incrimination

E. The meaning of Miranda

Instructor ________________ Date ________________

(1) XIV. Field Experience Related to Police Interrogation and Confessions

Instructor ________________ Date ________________

Simulation Game - Police Patrol

# GIRL SCOUT COUNCIL OF NORTHWEST
# COOK COUNTY, INC.
# OUTREACH PROGRAM

## OPERATION TENDER LOVING CARE

## STUDENT INTERN PROGRAM

### Purpose

Operation Tender Loving Care Student Intern Program was created to establish a setting in which extensive experience could be pursued in the area of professional outreach work. Concomitantly, the student will gain considerable insight into the area of undercover police operations as a result of a close working relationship between area law enforcement agencies. There is a growing demand for such trained professionals to provide services in a wide variety of settings. There is an urgent need for generalists in human behavior who are capable both of treating pathological manifestations of behavior as well as modifying conditions which produce such manifestations of pathology.

### Goals

To provide experience in outreach work in an inner city urban setting.

To provide a background of didactic and experiential training relevant to the law enforcement and outreach worker fields.

To provide the student with experience in the method of undercover operations. The undercover aspect of the program shall be described below:

As part of the community development commitment of the program, TLC staff members created and implemented a security police program at Randgrove Village Public Housing Complex - a community of about 3,000 low income families. In cooperation with the Cook County Sheriff's Department a police program was implemented along with development of an emergency hotline.

To date, participants in the intern program have observed first-hand such events as multiple stabbings, gang fights, shootings, etc. Students have participated in physical patrol operation on campus at the complex. Participants have also experienced the crisis line. Countless hours of experience have been gained by the students in both outreach work and police operations. The management has contracted the services of a security organization which is responsible for enforcing the rules and regulations of the complex. As part of their experience students have initiated and completed reports and have assisted in gathering evidence for eviction proceedings. As part of this program, but separated from Randgrove Village, students have participated in locating runaways in Chicago - this aspect alone requires great patience and a certain amount of skill. While in this program, students will gain experience in both the outreach and undercover operations mentioned briefly above.

### Admissions

Admission to this program is selective. To be admitted the applicant must meet all of the following requirements:

1. Applicant must be enrolled in an approved public service high school practicum program.

2. Applicant must have successfully completed at least one semester of internship in a law enforcement agency and/or be adequately familiar with the workings of a local law enforcement agency.

3. Each applicant must complete and submit an application making certain the application is submitted on or before the deadline date.

### Consideration Process

Applications received will be screened. Applicants will be interviewed at a mutually convenient time. Selection of applicants will be determined by such qualities as diligence, communication skills, motivation, and ability to complete the training program. We expect to be able to discern these qualities from the information provided on the application form concerning job and volunteer experience as well as from the interview. In addition, those students recommended by the Practicum Coordinator will be given preference but will NOT be waived from completion of any part of the application or consideration process, nor shall such students be permitted to waive any part of the training program.

### Applicant Statement

An applicant is expected to provide a statement of approximately 500 words in which they address the question listed on the application form under the title - Statement by the Applicant.

## Interview

This program deems it necessary that participants have personal characteristics that allow them to work effectively in professional relationships. The interview allows the screening of persons ill-suited for a career involving interpersonal interactions. Consequently, all applicants being considered for admission into this program will be required to attend an interview prior to the beginning of the program.

## Fees

There is a $3.00 fee charged to the participant.

## Insurance

All participants are covered by insurance from Mutual of Omaha which covers all volunteers working in the organization. In addition, insurance is provided by the school in its own arrangements with private insurance carriers. The student is covered for accidents during training. Each student must sign and have his or her parents sign a hold harmless agreement releasing any party from legal responsibility in the event of an accident. Specific coverage details will be provided upon request in so far as this organization's policy covers volunteers. Students are urged to consult their practicum coordinator to determine which, if any, benefits will be made available by the school.

## Evaluation Process

Students are expected to attend all practicum sessions applicable to them. Student evaluation will be based on a demonstrated mastery of the practicum course work. The supervisor will submit a written evaluation of the student's work at frequent intervals during the program.

## Logs

A daily log must be maintained by each student intern. The student is free to record whatever feelings and reactions he or she experiences. These logs will be examined by the coordinator. Each intern is encouraged to express his or her feelings openly to the public service trainer. Such a feedback process is valuable in terms of dealing with issues difficult to understand.

## Special Regulations

The standard of both the Psychological and law enforcement community must be met by all students. We reserve the right to define professional competence and demeanor. We reserve the right to remove any student who is of a risk to the community or to himself/herself. This program requires adherence to the principles of the American Psychological Association Code of Ethics.

## Program

The student intern program is in two parts:

I. Classroom training

II. Field experience

Each student accepted into the program must complete phase I successfully before beginning phase II.

## Location

The program is housed in the Girl Scout Office Building located at 570 East Higgins Road, Elk Grove Village, Illinois. The center is open for public visits from 9:00 a.m. to 5:00 p.m.

If a student is ill and wishes to cancel a meeting, he or she should call either administrative telephone number listed in the program booklet. At least 12 hours notice should be given. If the illness is an emergency, the student should call the emergency number listed in the program booklet.

## Cirriculum for classroom (Phase I)

| | | |
|---|---|---|
| Session 1. | Introduction and Orientation | 1 Hour |
| Session 2. | Theory and Method of Crisis Intervention | 3 Hours |
| Session 3. | Continuation of Session 2 | 3 Hours |
| Session 4. | Interviewing and Report Writing | 1 Hour |
| Session 5. | Listening Skills and Intervention Technique | 2 Hours |
| Session 6. | Role of the Undercover Operative | 1 Hour |
| Session 7. | Self-Defense | 2 Hours |
| Session 8. | Self-Defense | 3 Hours |
| Session 9. | Professional Conduct | 1 Hour |
| Session 10. | Abnormal Psychology | 2 Hours |
| Session 11. | Community Mental Health | 2 Hours |
| Session 12. | First Aid | 3 Hours |
| Session 13. | First Aid | 2 Hours |
| Session 14. | Final Exam | 8 Hours |
| | Total - Phase I | 34 Hours |

Course Descriptions

1. Introduction - An orientation to the program.
2. Crisis Intervention - An eclectic approach to crisis intervention. Topics to be covered:
    - A. Symptomology and Management of Acute Grief.
    - B. Short Term Therapy with Adolescents.
    - C. Children at Risk.
    - D. Assertive Casework in a Short Term Situation.
    - E. Crisis Intervention Techniques.
3. Continuation of 2 above.
4. Interviewing and Report Writing - Principles of common interview assessment methods and basic report writing.
5. Listening and Intervention - Development of listening skills in particular development of empathetic listening.
6. Undercover Operations - Familiarization with the problems encountered in the field. Development and handling of informant information will be stressed.
7. Self-Defense - Basic principles of self-defense as taught by a certified police academy instructor.
8. Continuation of 7 above.
9. Professional Conduct. Legal issues in the conduct of professionals including confidentiality, expert testimony, etc.
10. Abnormal Psychology - Definition of abberant mental functioning along a neurotic-psychotic continuum.
11. Community Mental Health - Agency functioning, community power relations. ways and means of law enforcement agency cooperation.
12. First Aid - Basic principles of first aid as taught by a certified paramedic. Course may be waived by those holding current valid Red Cross Frist Aid Cards.
13. Continuation of 12 above.
14. Final Exam. A one hour written exam covering material described above will occur. After this examination, each will be expected to successfully complete an outward bound type obstacle course. Successful completion of the

Phase I part of the internship will require the intern to obtain a grade of 85 or better on the written test and successful completion of the obstacle course which is timed.

After successful completion of the Phase I portion of this program, the student will be ready and able to participate in the field experience portion of the program.

Phase I courses are extremely brief and in no way represent an attempt to cover every angle of every subject.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Building and Zoning Official

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum | X | | | | | | |
| b. an application for building and zoning intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Commissioner of the Building and Zoning Department. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Commissioner of the Building and Zoning Department. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administration of the Building and Zoning Department. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a municipal building and zoning department. | | X | | | | | |
| 8. The student should become aware of the function of the Building and Zoning Department, various sub-departments, and department procedures, e.g., enforcing the building plumbing, and electrical codes, as well as the village zoning ordinances. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the village practicum information book, municipal code, building codes and zoning ordinances, and other related materials. | X | X | | | | | |
| 2. The student will have an interview with the Commissioner of the Building and Zoning Department concerning the relationship of the building and zoning department to the entire village, e.g., residential area, industrial park, west of Rt. 53, unincorporated areas. | X | X | | | | | |
| 3. The student will have a budget review with the Commissioner of the Department: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will spend a minimum of two weeks introduction in the following: | | | | | | | |
| a. duties of front desk, e.g., issuing building permits, use of the radio, logging calls, telephone requests for inspections, completing inspection request forms, etc. | | X | | | | | |
| b. review building plans. | | X | | | | | |
| c. learn the job of plan inspector. | | X | | | | | |
| d. learn the job of building inspector, e.g., inspect old and new construction, inspect industrial park. | | X | | | | | |
| e. awarding certificates of occupancy for residential, commercial and industrial properties. | | X | | | | | |
| 5. The student should become familiar with construction materials, footings, foundations, plumbing, electrical, heating, structure itself, etc. | | X | | | | | |
| 6. The student should become aware of how the village was planned and the future building plans. | | X | | | | | |
| 7. The student should be assigned sections of the building code and zoning ordinance books to be read and discussed with the appropriate personnel of the department. | | X | | | | | |
| 8. The student should become aware of the applications of zoning and building codes as related to architectural, mechanical, electrical, and fire protection designs. | | X | | | | | |
| 9. The student should become aware of the skills necessary to be employed in the Building and Zoning Department. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 10. The student should become aware of the relationship of a municipal building and zoning department to other units of government. | | X | | | | | |
| 11. The student will attend a minimum of three village board meetings and two village committee meetings and discuss those meetings with a Village Trustee. | | X | | | | | |
| 12. The student should become familiar with writing building department reports. | | X | | | | | |
| 13. The student should become familiar with keeping building department records. | | X | | | | | |
| 14. The student should be afforded the opportunity to attend building and zoning conferences. | | X | | | | | |

## VILLAGE BUILDING AND ZONING DEPARTMENT INTERN

| WEEKS | | SUBJECT | ASSIGNMENT |
|---|---|---|---|
| (1) | 1. | The student will have an interview with the Commissioner of the Building and Zoning Department. | Codes and Code Administration by Richard Sanderson, pp. 1-21 |
| | 2. | The student will learn methods of administration of the Building and Zoning Department. | |
| | 3. | The student will be presented information on the advantages and disadvantages of a municipal building and zoning department. | |
| | 4. | The student should become aware of the function of the building and zoning department, various sub-departments, and department procedures, e.g., enforcing the building, plumbing, and electrical codes as well as the village zoning ordinances. | |
| (1) | 1. | The student will have an interview with the commissioner of the building and zoning department concerning the relationship of the building andzoning department to the entire village, e.g., residential area, industrial park, west of Rt. 53, unincorporated areas. | Review budget |
| | 2. | The student will have a budget review with the commissioner of the department:<br>a. How is the budget developed?<br>b. How are priorities established?<br>c. How are monies disbursed? | |
| (1) | | The student will learn the duties of the front desk, e.g., issuing building permits, use of the radio, logging calls, telephone requests for inspections, completing inspection request forms, etc. | Read pp. 1-5 of the Basic Code Enforcement book - General Introduction to Building Inspection. Review industrial, commercial and multi-family information sheet for residential construction application for building permit, sign permit, and permit to do |

| WEEKS | SUBJECT | ASSIGNMENT |
|---|---|---|
| | | electrical work. There should also be a study of the zoning requirement and zoning review forms. |
| (2) | The student will review building plans and learn the job of plan inspector. | Review for information only pp. 6-8 of the Basic Code Enforcement Book on the Articles of the Basic Building Code. |
| (1) | To assist the student in learning how to read, understand, and evaluate building plans against code requirements. It is necessary to calculate the height and area of a building, classify it according to use group, and verify the type of construction. As a result, an understanding of Table 305, "Height and Area Limitations of Buildings" and Table 214, "Fire Resistance Ratings of Structural Elements" in the Basic Building Code are necessary to complete a review and properly fill out the plan review form used by the building department. In addition, the understanding of the two tables is essential to determining how a building is to be constructed. | Read pp. 20-40 in Basic Code Enforcement Book for all information related to Table 305, "Height and Area Limitations of Buildings". |
| (1) | | Read pp. 20-40 in Basic Code Enforcement Book for all information related to Table 214 "Fire Resistance Ratings of Structural Elements". |
| (1) | The student will learn the job of a plan inspector which involves understanding Tables 305 and 214 and classifying a building by using plan review forms. | Study the plan review forms, e.g., basic building code, plumbing, mechanical, one and two family. |

| WEEKS | SUBJECT | ASSIGNMENT |
|---|---|---|
| (6) | The student will learn the job of a building inspector, e.g., inspect old and new construction, inspect the industrial park. The student will spend one day with each of the following: concrete inspector, framing inspector, mechanical inspector, electrical inspector and final inspection of the preceding. | The student will be in the field with the various inspectors. |
| | The student will observe and if possible, participate in the awarding of certificates of occupancy for residential, commercial, and industrial properties. | |
| (2) | The student should become aware of how the village was planned and the future building plans. | Review the village comprehensive plan at the building department |
| | The student should become aware of how the zoning ordinances and subdivision control ordinances are based on the comprehensive plan, which results in the character of a neighborhood being formed, e.g., size and location of sidewalks, streets, lots spacing of fire plugs, location of street lights | See the instructor for reading materials on the concept of zoning from A Guide for Municipal Zoning Administration |

## SOME OTHER TRAINING PLANS

Research in Illinois has revealed some potential public service internships that can be developed for rural, suburban, or city school districts. Examples of such training plans are on the following pages:

- Village Public Works and Engineering
- Civil Engineer
- Psychologist
- Mayor
- City Clerk
- Building Inspector
- Other Training Plans for the City Form of Government
- County Board Commissioner
- County Treasurer
- Other Training Plans for the County Form of Government
- Township Supervisor
- Township Clerk
- Other Training Plans for the Township Form of Government
- Fishery Biologist
- Conservation Police Officer
- Agricultural Communications
- Some other Training Plans for Fish, Wildlife, Conservation and Agriculture Careers

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Village Public Works & Engineering Official

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Public Works and Engineering intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Supervisor of the Public Works and Engineering Department. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Supervisor of the Public Works and Engineering Department. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administration of the Public Works and Engineering Department | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a municipal Public Works and Engineering Department. | | X | | | | | |
| 8. The student should become aware of the function of the Public Works and Engineering Department, various sub-departments, and department procedures, e.g., division of streets and equipment maintenance, division of water and sewer; and division of engineering. | | X | | | | | |

GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read the practicum Public Works and Engineering materials as well as appropriate chapters of the municipal code. | X | X | | | | | |
| 2. The student will have a budget review with the Supervisor of the Public Works and Engineering Department: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 3. The student should become aware and participate wherever possible, in the plan, design, construction, operation, maintenance and managing of public improvements within the village. | | X | | | | | |
| 4. The student should participate in the department's review of engineering plans for construction work on public property submitted by developers to ensure compliance with municipal codes and requirements. | | X | | | | | |
| 5. The student should become aware of the responsibilities of the Division of Streets and Equipment Maintenance such as tree trimming activities, maintenance of storm sewers, resurface and repair work, street sweeping, snow removal and ice control. | | X | | | | | |
| 6. The student should become aware of the Division of Water and Sewer responsibilities such as assuring pure water for public use and maintaining the sanitary system. | | X | | | | | |
| 7. The student should become familiar with the function and maintaining of sanitary sewage treatment plants. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 8. The student should become familiar with the television inspection and sealing unit which is designed to enable workmen to monitor sanitary sewer lines in order to observe cracks or blockages, and simultaneously make the necessary repairs. | | X | | | | | |
| 9. The student should be aware of the maintenance of all facilities, equipment, and tools for the department as well as issuing repair or purchase orders of small equipment and supplies. | | X | | | | | |
| 10. The student should become aware of on-the-job training for employees; reviewing individual work and recommending improved methods or procedures. | | X | | | | | |
| 11. The student should become familiar with the preparing of department records, reports, and correspondence to assure information necessary for the efficient economic operation of the department. | | X | | | | | |
| 12. The student should be afforded the opportunity to attend Public Works and Engineering conferences. | | X | | | | | |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Civil Engineer

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Civil Engineer intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with a Civil Engineer. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Civil Engineer. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn office procedures and management. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the Civil Engineering profession. | | X | | | | | |
| 8. The student will become aware of the day to day activities of a Civil Engineer. | | X | | | | | |
| 9. The student should be able to describe the career possibilities and competencies needed for Civil Engineer employment. | | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the practicum and engineering materials, brochures, and other assigned materials. | X | X | | | | | |
| 2. The student should become aware of the training and competencies necessary to become a Civil Engineer e.g., education, cooperative programs for practical experience, state licensing examinations. | | X | | | | | |
| 3. The student should be made aware of the several areas served by Civil Engineers. | | X | | | | | |
| 4. The student should observe and where possible accompany the Civil Engineer to observe the planning, designing, construction and operation of physical facilities and structures (field experience). | | X | | | | | |
| 5. The student should become acquainted with blue-print and topographical maps and reading and interpretations of same. | | X | | | | | |
| 6. The student under supervision should prepare a part of sample drawings of a project. | | X | | | | | |
| 7. The student should observe the Engineer preparing reports and plans for a client. | | X | | | | | |
| 8. Where appropriate the student should observe the Engineer-client relationship. | | X | | | | | |
| 9. The student should have an opportunity to visit and discuss civil engineering with appropriate agencies, i.e., village, township, state, private. | | X | | | | | |
| 10. The relationship of civil engineering to basic construction codes of body politics should be a part of the student study. | | X | | | | | |
| 11. The student should review the files and prints of completed projects. | | X | | | | | |
| 12. The student should have an opportunity to do research in civil engineering. | | X | | | | | |
| 13. The student should become familiar with the keeping of records, time cards, prints, etc., in the office. | | X | | | | | |
| 14. The student should become familiar with the writing of engineering reports. | | X | | | | | |
| 15. The student should be offered the opportunity to attend conferences, seminars, etc. | | X | | | | | |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Psychologist

Training Station

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Psychologist intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Psychologist. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with a Psychologist. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn office administration. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the Psychologist profession. | | X | | | | | |
| 8. The student will become aware of the day to day activities of a psychologist. | | X | | | | | |
| 9. The student should be able to describe the complexity of the psychology process. | | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the practicum psychology materials, brochures and other assigned materials. | X | X | | | | | |
| 2. The student should become aware of the training necessary to become a Psychologist, e.g., education, internships, examinations. | X | X | | | | | |
| 3. The student should be made aware of the several fields that Psychologists serve, including research (where possible there should be an interview with Psychologists in several fields). | | X | | | | | |
| 4. Whenever possible, the student should observe (or talk with) the Psychologist doing the following: | | | | | | | |
| a. Conducting an interview. | | X | | | | | |
| b. Testing a client and procedures involved. | | X | | | | | |
| c. Interpreting or analyzing a test. | | X | | | | | |
| d. Consulting with client. | | X | | | | | |
| e. Preparing various documents for the client. | | X | | | | | |
| f. The confidentiality of the Psychologist-client relationship should be explained to the intern. | | X<br>X | | | | | |
| 5. Where appropriate, the student should review closed files of cases. | | X | | | | | |
| 6. The student should be afforded the opportunity to attend conferences, seminars, etc. | | X | | | | | |
| 7. The student should interview the Psychologist as to his or her: | | | | | | | |
| a. Working towards the improvement of his or her profession. | | X | | | | | |
| b. Answering the call to public service (agencies). | | X | | | | | |
| c. Helping form positive public opinion in the area of psychology. | | X | | | | | |
| d. Art of counseling on a one-to-one basis. | | X | | | | | |
| 8. The student should have an opportunity to do psychological research. | | X | | | | | |
| 9. The student should become familiar with keeping of anecdotal records in the office. | | X | | | | | |
| 10. The student should become familiar with writing psychological reports. | | X | | | | | |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Mayor

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Mayor intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Mayor. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Mayor, | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering a City Government. | X | | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the Mayor's office. | | X | | | | | |
| 8. The student should become aware of the function of the various City departments and department procedures. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the course internship material, City government building codes, zoning ordinances, and the municipal code. | X | X | | | | | |
| 2. The student will have a budget review with the Mayor: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 3. The student will become aware of the day-to-day operations of the City and the Mayor's duties such as: | | | | | | | |
| a. Chief Executive officer of the City. | | X | | | | | |
| b. Presiding over meetings of the City Council. | | X | | | | | |
| c. Supervision over all of the executive officers and employees of the City in providing effective and efficient services to the public. | | X | | | | | |
| d. Advising the City Council of community needs and presentation of recommendations and policy alternatives to meet those needs. | | X | | | | | |
| e. Intergovernmental cooperation e.g., townships, county, other cities, and the state. | | X | | | | | |
| 4. The student will become aware of how the City was planned and what is the "proposed" future of the City. | | X | | | | | |
| 5. The student should become aware of the skills, preparation, electioneering, etc., necessary to become Mayor. | | X | | | | | |
| 6. The student should become familiar with the management and function of the following: | | | | | | | |
| a. City Council. | | X | | | | | |
| b. All City departments, e.g., clerk, treasurer, police, fire, public works, etc. | | X | | | | | |
| 7. The student should become aware of the education and preparation to become Mayor. | | X | | | | | |
| 8. The student should attend a minimum of 5 City Council meetings. In addition, the student should attend committee meetings (finance, ordinance, sanitary, building, etc.) and meetings of boards and commissions. | | X | | | | | |
| 9. The student should become familiar with the writing of City reports. | | X | | | | | |
| 10. The student should become familiar with the keeping of City records. | | X | | | | | |
| 11. The student should be afforded the opportunity to attend formal occasions, receptions, and conferences. | | X | | | | | |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a City Clerk

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for City Clerk internship. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the City Clerk. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the City Clerk. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering the office of the City Clerk. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the office of City Clerk. | X | X | | | | | |
| 8. The student should become aware of the function of the various City departments and department procedures. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |
| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | | | | | | | |
| 1. The student will read the course internship materials, City Government building codes, zoning ordinances, and the municipal code. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 2. The student will have a budget review with the City Clerk: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 3. The student will become aware of the day-to-day operations and duties of the City Clerk's office such as: | | | | | | | |
| a. attend meetings of the City Council and keeping full record of its proceedings. | | X | | | | | |
| b. (signatures) the City Clerk shall seal and attest all contracts of the City and all licenses and other such documents as shall require this formality. | | X | | | | | |
| c. The Clerk shall turn over all money received on behalf of the City to the City Treasurer promptly on receipt of the same; and with the money he or she shall give a statement as to the source. | | X | | | | | |
| d. The Clerk shall keep accounts showing all money received by him or her and the source and disposition thereof; and such other accounts as may be required by statute or ordinance. | | X | | | | | |
| e. In addition to the record of ordinances and other records which the Clerk is required by statute to keep, he or she shall keep a register of all licenses and permits issued, and the payment made; a record showing all of the officers and regular employees of the City; and such other records as may be required by the Council. | | X | | | | | |
| f. The Clerk shall be the custodian of the City seal, and shall affix its impression on documents whenever this is required. | | X | | | | | |
| g. The Clerk shall be the custodian of all documents belonging to the City which are not assigned to the custody of some other officer of the City by the Mayor or Council. | | X | | | | | |
| h. The Clerk shall keep and maintain a proper index to all documents and records kept by him or her, so that ready access and use may be had. | | X | | | | | |
| i. The Clerk shall cause to be published all ordinances, notices, reports and other documents required to be published by statute. | | X | | | | | |
| 4. The student should become aware that in addition to duties stated above, the Clerk shall perform such other duties and functions as may be required by statute or ordinance. | | X | | | | | |
| 5. The student should become aware of the City Clerk's supervision of municipal elections in accordance with provisions of state law. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 6. The student, wherever possible, should participate in meetings of the City Clerk with a variety of callers from other departments and from outside City government; ascertain the purpose of their visit and dispose of matters by providing the requested information, referring to the proper department, or arranging an interview with the Mayor. |  | X |  |  |  |  |  |
| 7. The student should become aware of the skills, preparation, electioneering, etc., necessary to become City Clerk. |  | X |  |  |  |  |  |
| 8. The student should become aware of the education and preparation necessary to become City Clerk. |  | X |  |  |  |  |  |
| 9. The student should become familiar with the writing of City reports, ordinances, etc. |  | X |  |  |  |  |  |
| 10. The student should be afforded the opportunity to attend conferences with the City Clerk. |  | X |  |  |  |  |  |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Building Inspector

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Mayor internship. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Building Inspector. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Building Inspector. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering a Building Department. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of a suburban, rural or city building department. | | X | | | | | |
| 8. The student will become aware of the function of the Building Department and Department procedures, e.g., inspection of buildings and additions, assure compliance with building, plumbing, electrical, and zoning ordinances; review plans, and serve as a technical resource for the local government. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the course internship material, local government building codes, zoning ordinances, and appropriate chapters of the municipal (depending on the form of local government) code. | X | X | | | | | |
| 2. The student will have a budget review with the Building Inspector: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 3. The student will accompany a Building Inspector as he/she inspects individual buildings, additions, fences, swimming pools and developments during and after construction to ensure they conform to plans and safe construction methods; checks quality and quantity of materials used in buildings, street work and water and sewer lines; may inspect existing buildings to determine hazardous conditions or need for maintenance and repair; prepares reports of inspections made and construction work completed; requests electrical inspections. | | X | | | | | |
| 4. The student should become aware of the Building Inspector's responsibility to review plans submitted by individuals or developers to ensure compliance with all city ordinances; give information to builders and contractors regarding requirements; approve issuance of building permits, sewer and water hookups and attached signs; recommends bond levels and the release of bonds on completion of work. | | X | | | | | |
| 5. The student should observe the Building Inspector as he /she maintains accurate records of underground utility systems; checks plans submitted to ensure that construction does not disrupt the provision of water or waste removal to city residents; may be appointed by council to act as liaison with utility companies in regard to existing agreements and franchises and supplemental council action. | | X | | | | | |
| 6. The student should be aware that the Building Inspector may provide technical resource information to the Mayor, Building Committee, City Council, Zoning Board and Planning Commission on the quality of construction plans submitted for approval; may consult with or provide information to the consulting city engineer on more complex building and engineering problems. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 7. The student should be aware and have an opportunity to observe the Building Inspector perform general work repairs and remodeling on public buildings. | | X | | | | | |
| 8. The student should become aware of how the local government was planned and the future building plans. | | X | | | | | |
| 9. The student should be assigned sections of the local government's building code and zoning ordinance books to read and discuss them with a Building Inspector. | | X | | | | | |
| 10. The student should become aware of the skills necessary to be employed as a Building Inspector. | | X | | | | | |
| 11. The student should become aware of the relationship of the City Government to other units of government. | | X | | | | | |
| 12. The student should attend a minimum of 3 City Council meetings and 2 City Council Committee meetings and discuss those meetings with an Alderman. | | X | | | | | |
| 13. The student should become familiar with writing Building Inspector reports. | | X | | | | | |
| 14. The student should become familiar with keeping Building Inspector's records. | | X | | | | | |
| 15. The student should be afforded the opportunity to attend Building Inspector meetings and conferences. | | X | | | | | |

SOME OTHER TRAINING PLANS THAT CAN BE DEVELOPED FOR THE CITY FORM OF GOVERNMENT (CITY, RURAL OR SUBURBAN COMMUNITIES) ARE:*

City Council Member
City Treasurer
City Attorney
City Inspector
Health Officer
Plumbing Inspector
Electrical Inspector
City Comptroller
Superintendent of Streets
Humane Officer
City Forester
Public Maintenance
Sewage Treatment Officer
Public Works Official
Various Standing Committees, Boards or Commission Members
Public Relations
Registrar of Citizens' Complaints
Law Department
Board of Election Commissioners
Board of Local Improvements
Housing Authority
Park District
Public Library
Department of Transportation
Department of Development and Planning
Department of Environmental Control
Fire
Police
Department of Port Authority
Department of Urban Renewal
License and Liquor Control Commission
Public Building Commission
Zoning Board of Appeals

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*This is not a complete list.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a County Board Commissioner

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4- Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for County Board Commissioner intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the County Board Commissioner. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the County Board Commissioner. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering County Government. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of County Government. | | X | | | | | |
| 8. The student should become aware of the function of the various County departments and department procedures. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read the County practicum information book and County ordinances. | X | X | | | | | |
| 2. The student will have an interview with a County Board Commissioner as to his or her duties, powers, and responsibilities to the residents of the community. | | X | | | | | |
| 3. The student will have a budget review with a County Board Commissioner: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 4. The student will spend a minimum of two weeks introduction to the following: | | | | | | | |
| a. adoption of ordinances. | | X | | | | | |
| b. levy of taxes. | | X | | | | | |
| c. authorizing payment of bills. | | X | | | | | |
| d. awarding contracts involving county business. | | X | | | | | |
| e. approving the annual budget. | | X | | | | | |
| 5. The student should become aware of how the County was created and what is the "proposed future" of the County. | | X | | | | | |
| 6. The student should become aware of the care and custody of County property. | | X | | | | | |
| 7. The student should become aware of the management of the County funds and County business,e.g., courts, jails, as well as the investment of County funds. | | X | | | | | |
| 8. The student should become aware of the development of programs for which state or federal funds are or may be available and in the application for such funds. | | X | | | | | |
| 9. The student should become aware of the tax for the expense and procedure of administering an act in relation to jury commissioners and authorizing judges of courts of record to appoint jury commissioners and to make rules concerning their powers and duties. | | X | | | | | |
| 10. The student should become aware of the tax for the expense and procedure of conducting elections and maintaining a system of permanent registration of voters. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 11. The student should become aware of the rules and regulations governing streets, public grounds, water supply, sewage, etc. | | X | | | | | |
| 12. The student should become aware of the County's role in relation to the establishment and maintenance of County and multiple public health departments. | | X | | | | | |
| 13. The student should become aware of the skills, preparation, electioneering, etc., necessary to become a County Board Commissioner. | | X | | | | | |
| 14. The student should become familiar with the relationship of County government to other units of government. | | X | | | | | |
| 15. The student should attend County board and committee meetings. | | X | | | | | |
| 16. The student should become familiar with the writing of County reports. | | X | | | | | |
| 17. The student should become familiar with the keeping of County records. | | X | | | | | |
| 18. The student should be afforded the opportunity to attend conferences with a County Commissioner. | | X | | | | | |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a County Treasurer

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor - 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| **COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE** | **S** | **PS** | **1** | **2** | **3** | **4** | **5** |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum | X | | | | | | |
| b. an application for County Treasurer intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the County Treasurer. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the County Treasurer. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering Treasurer's department. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the County Treasurer department. | | X | | | | | |
| 8. The student should become aware of the function of the various County departments and department procedures. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the County practicum information book, County ordinances, and appropriate materials on finances. | X | X | | | | | |
| 2. The student will have an interview with members of the County Treasurer department as to revenue, property tax distribution, and expenditures. | | X | | | | | |
| 3. The student will have a budget review with the County Treasurer: | | | | | | | |
| a. How is the budget developed? | | X | | | | | |
| b. How are priorities established? | | X | | | | | |
| c. How are monies disbursed? | | X | | | | | |
| 4. The student should become aware of the following: | | | | | | | |
| a. adoption of ordinances. | | X | | | | | |
| b. levy of taxes. | | X | | | | | |
| c. authorizing payment of bills. | | X | | | | | |
| d. awarding contracts involving County business. | | X | | | | | |
| e. approving the annual budget. | | X | | | | | |
| 5. The student should become aware of the education, preparation, skills, and electioneering necessary to become a County Treasurer. | | X | | | | | |
| 6. In relation to the budget, the student should become familiar with the function of the County offices and departments. | | X | | | | | |
| 7. The student should become familiar with the relationship of County government to other units of government in such areas as joint purchasing. | | X | | | | | |
| 8. The student should attend County board meetings and in particular, budget hearings. | | X | | | | | |
| 9. The student should become familiar with the writing of County Treasurer reports. | | X | | | | | |
| 10. The student should become familiar with the County accounting fiscal transactions, e.g., general ledger, books of account, investments. | | X | | | | | |
| 11. The student should become familiar with the County's: | | | | | | | |
| a. preparation of payroll. | | X | | | | | |
| b. administration of group and public liability policy. | | X | | | | | |
| c. coordination of competitive bidding activities and awarding of contracts. | | X | | | | | |
| d. operation of the business computer system. | | X | | | | | |
| 12. The student should be afforded the opportunity to attend conferences with the County Treasurer. | | X | | | | | |

SOME OTHER TRAINING PLANS THAT CAN BE DEVELOPED FOR THE COUNTY FORM OF GOVERNMENT (CITY, RURAL, OR SUBURBAN COMMUNITIES) ARE:*

Sheriff
State's Attorney
Board of Tax Appeals
Clerk
Comptroller
Auditor
Assessor
Administrative Services
Department of Building and Zoning
Department of Central Services
Department of Corrections
Department of Highways
Department of Public Aid
Department of Purchasing
Forest Preserve District
Health and Hospitals Governing Commission
Jury Commissioners
Liquor Control Commission
Medical Examiner or Coroner
Real Estate Division
Recorder of Deeds
Zoning Board of Appeals
Sanitary District
Public Defender
Superintendent of the Educational Services Region

FOR INTERNSHIPS WITH STATE AND FEDERAL DEPARTMENTS AND AGENCIES CONSULT YOUR TELEPHONE DIRECTORY FOR THE RESOURCES IN YOUR AREA AS WELL AS STATE AND FEDERAL DIRECTORIES.

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*This is not a complete list.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Township Supervisor

Training Station:

KEY S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Township Supervisor intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Township Supervisor. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Township Supervisor. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administration of the Township Supervisor's office. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the Township Supervisor's office. | | X | | | | | |
| 8. The student should become aware of the organization, operation, and functions of Township Government. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE<br>COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read the course internship material, township produced materials, Guide and Duties of Township Officials, and Township Government Today. | X | X | | | | | |
| 2. The student will interview the Township Supervisor as to his or her powers, responsibilities, and electioneering activities. | | X | | | | | |
| 3. The student will have a Township budget review with the Township Supervisor: | | | | | | | |
| a. How is the Budget developed? | | X | | | | | |
| b. How are priorities established? | | X | | | | | |
| c. How are monies disbursed? | | X | | | | | |
| 4. The student should become aware of how Township government was created and what is its "proposed future". | | X | | | | | |
| 5. The student should become aware of the Township Supervisor's duties e.g., chairman of the trustee board, supervisor of general assistance, ex-officio treasurer for the highway commissioner, treasurer for all town funds, receives and pays out money with some exceptions, prosecutes in the name of the town, when required by a county board supervises elections, and chairperson of the board of appointments. | | X | | | | | |
| 6. The student should accompany the Supervisor to meetings of the town board of trustees, town board of health, township canvassing board, and township electoral board. | | X | | | | | |
| 7. The student should become aware of the rleationship of Township government to other units of government, | | X | | | | | |
| 8. The student should become familiar with the writing of Township reports. | | X | | | | | |
| 9. The student should become familiar with the keeping of Township records. | | X | | | | | |
| 10. The student should become familiar with the public relations methods of the Township. | | X | | | | | |
| 11. The student should be afforded the opportunity to attend Conferences with the Township officials. | | X | | | | | |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Township Clerk

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Township Clerk internship. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Township Clerk. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Township Clerk. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administration of the Town Clerk office. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of the office of Township Clerk. | | X | | | | | |
| 8. The student should become aware of the organization and operation of Township Government. | | X | | | | | |
| 9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read the course internship material, Township produced materials, Guide and Duties of Township Officials, and Township Government Today. | X | X | | | | | |
| 2. The student will interview the Township Clerk as to his or her powers, responsibilities, and electioneering activities. | | X | | | | | |
| 3. The student will have a budget review with the Township Clerk: | | | | | | | |
| a. How is the budget developed? | | X | | | | | |
| b. How are priorities established? | | X | | | | | |
| c. How are monies disbursed? | | X | | | | | |
| 4. The student should become aware of how Township government was created and what is its "proposed future". | | X | | | | | |
| 5. The student should become aware of the clerk's duties as Clerk for the Township, the board of trustees, and Clerk of all town meetings and ex-officio Clerk for the highway commissioner. | | X | | | | | |
| 6. The student should accompany the Clerk to meetings of the town board of trustees, town board of health, Township canvassing board, and Township electoral board. | | X | | | | | |
| 7. The student should become aware of the relationship of Township government to other units of government. | | X | | | | | |
| 8. The student should become familiar with the writing of Township reports. | | X | | | | | |
| 9. The student should become familiar with the keeping of Township records. | | X | | | | | |
| 10. The student should become familiar with the public relations methods of the Township. | | X | | | | | |
| 11. The student should be afforded the opportunity to attend conferences with the Township Clerk. | | X | | | | | |

SOME OTHER TRAINING PLANS THAT CAN BE DEVELOPED FOR THE TOWNSHIP FORM OF GOVERNMENT (CITY, RURAL, OR SUBURBAN COMMUNITIES) ARE:

- Trustee
- Assessor
- Highway Commissioner

AND THOSE JOBS UNIQUE TO A PARTICULAR GEOGRAPHIC AREA.

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Fishery Biologist

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Fishery Biologist internship. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Supervisor of the Fishery Biologist's division of the Illinois Department of Conservation. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Fishery Biologist. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn the conservation methods of the Fishery Biologist. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of Fishery Biologist conservation. | | X | | | | | |
| 8. The student will become aware of the functions of the Fishery Biologist's department and other departments of the Illinois Conservation Department. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read Fishery Biologist's materials and Illinois Conservation Department information. | X | X | | | | | |
| 2. The student will have a budget review with the District Supervisor of the Fishery Division: | | | | | | | |
| a. How is the budget developed? | | X | | | | | |
| b. How are priorities established? | | X | | | | | |
| c. How are monies disbursed? | | X | | | | | |
| 3. The student should become aware of the skills necessary to be employed as a Fishery Biologist. | | | | | | | |
| 4. The student should understand the relationship of a Fishery Biologist to the Illinois Department of Conservation. | | X | | | | | |
| 5. The student should become familiar with the writing of Fishery Biologist reports. | | X | | | | | |
| 6. The student should become familiar with the writing of Fishery Biologist records. | | X | | | | | |
| 7. The student should become familiar with Fishery management which involves the manipulation of the habitat and species of fish to produce the desired fishery for recreational and commercial use of the people. | | X | | | | | |
| Whenever possible, the student should experience practical "doing" operations afield such as: | | | | | | | |
| a. Fish stocking. | | X | | | | | |
| b. Sampling fish populations. | | X | | | | | |
| c. Creel surveys. | | X | | | | | |
| d. Aquatic vegetation control. | | X | | | | | |
| e. Chemical reclamation of undesirable fish populations. | | X | | | | | |
| f. Selection of sites for new impoundments. | | X | | | | | |
| g. Chemical water analysis. | | X | | | | | |
| h. Pollution fish kill investigations. | | X | | | | | |
| 8. The student should become aware of the Fishery Biologist's investigation of the ecology, population dynamics and behavior of fishes. This includes work on specific types of waters such as reservoirs, farm ponds, lakes, streams, and rivers. | | X | | | | | |
| 9. The student should become aware of the operation of fish hatcheries in Illinois in which largemouth bass, smallmouth bass, bluegill, redear sunfish, channel catfish, carfish, salmon and trout are being hatched and reared. Hatchery personnel are concerned with the following: | | | | | | | |
| a. Propagation techniques. | | X | | | | | |
| b. Fish diseases. | | X | | | | | |
| c. Diets. | | X | | | | | |
| d. Vegetation control. | | X | | | | | |
| e. Harvesting and stocking fish. | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 10. The student should become familiar with the fishery management public relations activities which are based on the idea that good fishery management practices cannot be carried out unless the public is ready to accept new ideas. The student should observe public relations practices (writing articles or pamphlets, taking photographs for use in publications and talks, giving talks, or working in radio or television) explaining the facts so the management techniques will be accepted. | | X | | | | | |
| 11. The student should have the opportunity to attend conferences and meetings with the Fishery Biologist. | | X | | | | | |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a Conservation Police Officer

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Conservation Police Officer internship. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview with the Chief of the Law Enforcement Division of the Illinois Department of Conservation. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the Chief of the Law Enforcement Division of the Illinois Department of Conservation. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of Conservation Police Officer Administration. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of Conservation Law Enforcement. | | X | | | | | |
| 8. The student will become aware of the functions of the Conservation Police Officer's department of the Law Enforcement Division of the Illinois Department of Conservation. | | X | | | | | |
| 9. The student should be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | X | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will read Conservation Police Officer materials as well as Division of Law Enforcement information. | X | X | | | | | |
| 2. The student will have a budget review with the District Sergeant of the Law Enforcement Division: | | | | | | | |
| a. how is the budget developed? | | X | | | | | |
| b. how are priorities established? | | X | | | | | |
| c. how are monies disbursed? | | X | | | | | |
| 3. The student should become aware of the training of a Conservation Police Officer. | | X | | | | | |
| 4. The student should become aware of the skills necessary to be employed as a Conservation Police Officer as well as the selection process e.g., written examination, oral examination, physical examination and physical agility. | | X | | | | | |
| 5. The student should understand the relationship of a Conservation Police Officer to the Division of Law Enforcement. | | X | | | | | |
| 6. The student should become familiar with the writing of Conservation Police reports. | | X | | | | | |
| 7. The student should become familiar with the keeping of Conservation Police records. | | X | | | | | |
| 8. The student should become aware of how the responsibilities of a Conservation Police Officer are similar to other State, County, and Municipal enforcement agencies, but his primary duties are to enforce the statutes pertaining to boating, hunting, fishing, trapping, snowmobiling, endangered species, timber buyers, and parks. | | X | | | | | |
| 9. The student should accompany the Conservation Officer when he/she makes appearances before clubs, fraternal orders, church groups, and school classes in order to gain public support through public understanding. | | X | | | | | |
| 10. The student should accompany the Conservation Officer when he/she mans information booths at major sports, travel and boating expositions, and when requested to teach classes on the various aspects of conservation, from good forestry to the importance of wildlife management. | | X | | | | | |
| 11. The student should become aware of the importance of the Conservation Officer to know his territories thoroughly and record game populations and areas most productive for sports | | X | | | | | |

| SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 12. The student should become familiar with the Citizen Safety Program which is comprised of a specially selected group of officers trained to insure the safety of large concentrations of people using state public outdoor facilities. Their capabilities range from first aid to dealing with civil unrest and commotion. | | X | | | | | |
| 13. The student should experience a day of the Conservation Police Officer which may begin before dawn checking waterfowl hunters, switch to upland game hunters in mid-day, and give an evening talk to a Boy Scout Troop. | | X | | | | | |
| 14. The student should have the opportunity to attend conferences and meetings with the Conservation Police Officer. | | X | | | | | |

## TRAINING PLAN

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of Agricultural Communications

Training Station:

KEY: S - School PS - Public Service Station
1 - Poor 2 - Fair 3 - Average 4 - Good 5 - Excellent

| GENERAL RELATED INSTRUCTION PERFORMANCE OBJECTIVE | | | | | | | |
|---|---|---|---|---|---|---|---|
| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
| 1. The student will complete each of the following: | | | | | | | |
| a. form indicating the student has taken or is presently enrolled in the Public Service Practicum. | X | | | | | | |
| b. an application for Agricultural Communications intern. | X | | | | | | |
| c. work permit in the event of employment. | X | | | | | | |
| d. state income tax form in the event of employment. | X | | | | | | |
| e. federal income tax form in the event of employment. | X | | | | | | |
| f. application for social security number. | X | | | | | | |
| g. student employment card. | X | | | | | | |
| 2. The student will write a letter of application for an interview to someone in the Agricultural Communications business, e.g., farm journal, newspaper, Department of Agriculture's Office of Information etc. | X | | | | | | |
| 3. The student will write a resume to accompany a letter of job application. | X | | | | | | |
| 4. The student will have an interview with the designated person in No. 2 above. | | X | | | | | |
| 5. The student will demonstrate good grooming. | X | X | | | | | |
| 6. The student will learn methods of administering an agricultural communications business. | | X | | | | | |
| 7. The student will be presented information on the advantages and disadvantages of an agricultural communications business. | | X | | | | | |
| 8. The student will become aware of the function of a business communications firm and/or government agency. | | X | | | | | |
| 9 The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted. | | X | | | | | |
| 10. The student will maintain a notebook of training station activities, experiences, etc. | X | X | | | | | |

SPECIFIC RELATED INSTRUCTION PERFORMANCE OBJECTIVE

| COMPETENCIES NEEDED TO ACHIEVE THE PERFORMANCE OBJECTIVE | S | PS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. The student will read special materials on agriculture, public relations, and consulting. | X | X | | | | | |
| 2. The student will become aware of agriculture legislative monitoring in Springfield, IL and Washington, D.C. | | X | | | | | |
| 3. The student will become aware of agricultural legislative initiative and advocacy, e.g., preparation of legislation, enlistment of appropriate sponsors and co-sponsors; and conducting lobbying efforts. | | X | | | | | |
| 4. The student will attend meetings of farm groups and public officials. | | X | | | | | |
| 5. The student will become aware of the function of an Agricultural Political Action Committee. | | X | | | | | |
| 6. The student will become aware of the professional training in both agriculture and communications necessary to become an agricultural journalist. | | X | | | | | |
| 7. The student should become aware of how new developments in agricultural and related sciences are communicated to farmers for them to make more money or do a better job. | | X | | | | | |
| 8. The student should become aware of how words, sounds, and pictures, can be used to inform farmers and the public about markets, new products, and services. | | X | | | | | |
| 9. The student should become aware of farm magazine and trade and breed journal jobs such as writers, editors, photographers, and layout artists | | X | | | | | |
| 10. The student should have an opportunity to visit with a radio or television farm director as to his or her responsibilities. | | X | | | | | |
| 11. The student should have the opportunity to do agricultural research. | | X | | | | | |
| 12. The student should have an opportunity to assist in planning and writing newsletters and pamphlets. | | X | | | | | |
| 13. The student should have the opportunity to attend conferences and meetings of agricultural journalists. | | X | | | | | |

SOME OTHER TRAINING PLANS THAT CAN BE DEVELOPED ARE:*

Fish and Wildlife Management
Forestry
Outdoor Recreation
Range Management
Wildlife Biologist
Watershed Manager
Park Naturalist
Conservation Education Specialist
Personnel Officer
Budget Officer
Planning Officer
Soil Conservation Service and the
Extension Service
Wood Technology
Conservation Aids
Fish and Wildlife Research
Wildlife Photography
Soil Conservation
Cartographers
Drafters
Rural and Urban Zoning and Planning Specialists
Engineers
Geologists
Soil Scientists
Agronomists
Agricultural Research Service
Agricultural Stabilization and Conservation Service
Illinois Cooperative Extension Service
Dairy Science
Plant Pathology
Horticulture
Agricultural Economics
Agricultural Engineering
Food and Dairy Technology

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*This is not a complete listing.

# SECTION VI

# IMPACT EFFECTIVENESS OF THE PROGRAM

Several instruments can be used in an effort to ascertain the practicum program impact upon student audiences. We define our student audiences as those students who are potential, current, and former practicum participants. Analysis of data elicted from students is viewed as a tool used to aid program direction. Data collected from building staff and parents of student internships is of importance to program assessment.

The first step in program assessment is contingent upon identifying that segment of the student population which is likely to benefit from a Public Service Practicum experience. By utilizing standardized interest inventories currently administered to all students, a list of potential students is compiled. The use of instruments currently in use serves to protect our students from duplication of effort and in turn results in more efficient use of student and program staff time.

The Educational Development Series by Scholastic Testing Service, Bensenville, Illinois, is administered in January to all sophomores.

## My Career Interests *

Many young people have some ideas about the kinds of work they would like to do when they grow up. In this part of our test, you are to mark the two general job areas that you think you would like best.

### CAREER FIELDS

| | | |
|---|---|---|
| A - Personal Service | Those who provide personal services for people-such as waiters or waitresses, barbers, porters, cleaning people. | |
| B - Sports | Those who earn their living in professional sports - such as professional ball-players, golfers, boxers, wrestlers. | |
| C - Mining | Those who work to bring materials up from underground - such as coal miners, copper miners, iron-ore miners; also those who dig underground for oil or water. | |
| D - Factories | Those who work in factories making machines or machine products; work on assembly lines; ship products to customers. | |
| E - Farming | Those who work with growing things - on farms, in forests, in greenhouses; also those who work in ranching or fishing. | |
| F - Military Service | Those who work in military service - in the Army, Navy, Air Force, Marine Corps, or Coast Guard. | |
| G - Government Service | Those who have civilian jobs with the government - postal employees, fire fighters, police officers; also the F.B.I., the Forest Service, etc. | |
| H - Shop | Those who work in shops - such as automobile mechanics, printers, tailors, shoe repair workers, radio and TV repair workers. | |
| I - Transportation | Those who work in transportation - such as truck drivers, bus drivers, taxi drivers; airlines and railroad workers. | |
| J - Construction | Those who work on houses and buildings - such as carpenters, plumbers bricklayers, plasters, electricians. | |

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CAREER FIELDS* (Continued).....

| | | |
|---|---|---|
| K - Stores | Those who work in stores - such as sales clerks, cashiers, stock handlers. | ______ |
| L - Offices | Those who work in offices - such as secretaries, typists, bookkeepers, file clerks. | ______ |
| M - Sales | Those who sell expensive products to customers - such as real estate, automobiles, appliances, furniture. | ______ |
| N - Business | Those who manage businesses - shops, factories, stores, theaters. | ______ |
| O - Fine Arts | Those who work in the fine arts - actors or actresses, artists, entertainers, musicians. | ______ |
| P - Communications | Those who work in advertising - newspapers, radio, movies, TV; also authors and book publishers. | ______ |
| Q - Social Services | Those who work with people and with ideas - such as nurses, teachers, librarians, lawyers, social workers, the clergy; also those who work in politics. | ______ |
| R - Sciences | Those who work in science - such as doctors, dentists, engineers, research scientists. | ______ |

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A list of students is compiled who indicated interest in government and social service and these students are identified as possible Practicum participants.

Paramount to assuring that the Public Service Practicum can be of benefit to the potential student is that the student receive accurate program information in order to make valid course selections. It is further recognized that building faculty, both teaching and guidance, are instrumental in the providing of this information to the potential student. It is further noted that these two groups are valuable sources of information as to the identification of students who would profit by a practicum experience. In an effort to ascertain faculty knowledge, and in turn provide faculty with accurate information to guide students, a faculty questionnaire is administered on a biennial basis.

# FACULTY QUESTIONNAIRE

Please answer the following questions regarding the Public Service Practicum. Return completed questionnaire no later than o'clock. on , 19 , Thank you for your cooperation.

1. Do you feel you understand the general philosophy of this program?

A. _____YES B. _____NO

2. Are you familiar with the basic goals and objectives of the program?

A. _____YES B. _____NO

3. Do you know where the program is located? (e.g., in your school, at a public service facility)

A. _____YES B. _____NO

4. Are you familiar with the way in which the program is provided for students?

A. _____YES B._____NO

5. Are you aware of how the students in the program are identified? (e.g., what kinds of students qualify for the program?)

A. _____YES B. _____NO

6. Do you know how students are selected to be in the program once they qualify?

A. _____YES B._____NO

7. Do you have any idea as to how many students are in the program?

A. _____YES B. _____NO

8. Would you be interested in finding out more about this program?

A. _____YES B. _____NO

If yes, name:________________________________________

Efforts to insure entrance of students into the Public Service Practicum whose needs will be addressed by their experience in the program is the first step of program impact assessment. The second step involves the annual assessment of current students. Student competencies and attitudes are the focus of assessment at this point. Finally, a re-evaluation of interest is conducted to determine shifts of interest expressed by students.

The prime consideration is to assess the individual needs and accrued competencies of current students. This is a subjective process, on an ongoing basis, between student, practicum teachers and the public service trainer. The vehicle used for this process is the student training plan discussed at length in Section five. The dialogue regarding the training plan serves as the impetus in evaluating student strengths and weaknesses and adjusting the training plan to improve the student experience. Competencies are further ascertained via an oral examination conducted by the practicum coordinator near the end of the student's practicum experience. Ultimately, the student's final grade, derived by the cooperative efforts of the practicum coordinator and the training site resource person, is reflective on each individual's competency.

Indices to student attitudes, regarding the public service arena, are derived by surveying the student during the first and last week of their practicum experience. The Political Attitude Survey,* which follows, is used as the foundation for attitude assessment.

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*Howard Mehlinger and John J. Patrick, Teacher's Guide to American Political Behavior, Worksheet 5, Ginn & Co., a Xerox Education Company, (1974).

## POLITICAL ATTITUDE SURVEY

DIRECTIONS: Respond to each of the following statements by circling either the "agree" or "disagree" answer that follows each statement.

1. "What happens in the government will happen no matter what people do. It is like the weather, there is nothing people can do about it."

Agree Disagree

2. "There are some big, powerful people in the government who are running the whole thing, and they do not care about us ordinary people."

Agree Disagree

3. "My family doesn't have any say about what the government does."

Agree Disagree

4. "I don't think people in the government care much about what people like my family think."

Agree Disagree

5. "Citizens don't have a chance to say what they think about running the government."

Agree Disagree

Student interest is again assessed in the third quarter of their practicum experience using the previously mentioned career interest section of the Educational Development Series. Shifts in interest are charted from this data and individual students can be counseled as to future educational and/or employment alternatives. The recording of this data also offers the practicum staff group information as to the impact the practicum experience is having on student interest. It would be appropriate to note that the student's decision to not pursue a public service education, avocation or vocation is viewed to be as important as the decision to continue to explore the area as a career. The main objective is that the student is better able to arrive at a soundly based career decision.

A survey to assess effectiveness in reaching program objectives is administered to parents and students during the final month of the school year. This data is shared with the Career Advisory Council for reevaluation of program emphasis or direction.

Student and parent perceptions of objective fulfillment are assessed using the following instruments:

## PUBLIC SERVICE PRACTICUM
## STUDENT QUESTIONNAIRE

1. Do you think you understood/understand the purpose of the program?

   Yes _____ No _____

2. How many semesters have you been in the program? _____________________

3. If it were left up to you to decide, would you continue on in this program?

   Yes _____ No _____

4. In general, are you pleased to be a part of the program?

   Yes _____ No _____

5. Please place an X before each statement you feel accurately completes this sentence - "As a result of being in the Public Service Practicum, I feel I have.........."

   (Note: All the statements may not apply to you and the program, so just leave them blank.)

_____ a. Learned more than I would have in a regular school classroom.

_____ b. More to say about what happens to me (and what I learn) than in a regular school classroom.

_____ c. Learned to accept greater responsibility.

_____ d. Had some really meaningful experiences.

_____ e. Learned how to communicate better with others.

_____ f. Better knowledge of what employers will expect of employees.

_____ g. Had a chance to explore various job (career) possibilities.

_____ h. Experienced academic growth.

_____ i. Experienced vocational growth.

_____ j. Experienced social growth.

_____ k. Learned to understand myself better.

_____ l. Improved my ability to organize and complete a task.

_____ m. Gained some practical experience.

_____ n. Put some of my skills, hobbies, and interests to use.

_____ o. Changed my attitude toward school, society, or myself.

_____ p. Achieved personal satisfaction.

_____ q. Learned to understand others better.

6. Are there other things you feel you have gained from participating in this program?

Yes _____ No _____

If yes, what?

## PUBLIC SERVICE PRACTICUM
## PARENT QUESTIONNAIRE

1. Do you feel you have been aware of what this program is trying to provide for your son or daughter?

   Yes ______ No ______

2. Are you aware of how your son or daughter was selected to be in the program?

   Yes ______ No ______

3. Would you like your son or daughter to continue in this kind of a program?

   Yes ______ No ______

4. If you had an opportunity to make the decision again, would you want your son or daughter to be in this program?

   Yes ______ No ______

5. Please place an X before each statement you feel accurately completes this sentence - "As a result of being in Public Service Practicum, I feel my son or daughter has.........."

   (Note: If you really can't say, or don't feel that the statement applies, just leave the space blank.)

______ a. Learned more than he/she would have in a regular school classroom.

______ b. More to say about what happened to him/her (and what he or she learned than in a regular school program.)

______ c. Learned to accept greater responsibility.

______ d. Had some meaningful experiences.

______ e. Learned how to communicate better with others.

______ f. Better knowledge of what employers expect of employees.

______ g. Had a chance to explore various job (career) possibilities.

______ h. Experienced academic growth.

______ i. Experienced vocational growth.

______ j. Experienced social growth.

______ k. Learned to understand himself or herself better.

______ l. Improved his or her ability to organize and complete a task.

______ m. Gained some practical experience.

______ n. Put some of his or her skills, hobbies, and interests to use.

_____ o. Had a change in attitude toward school, society, or himself or herself.

_____ p. Achieved personal satisfaction.

_____ q. Learned to understand others better.

6. Are there other things you feel your son or daughter has gained from being in this program? If yes, what?

Yes _____ No _____

The objectives stated in these two surveys are seen as desirable products of a Public Service Practicum experience. The program coordinator and the career advisory council use this data as a foundation for evaluating and determining program delivery.

A final strategy employed to assess program impact is the use of follow-up instruments. The former Practicum student is regarded as an invaluable source of information regarding program conduct and has the added advantage of post high school experience in application of learned skills. The former student's current milieu says much as to the impact of the Practicum experience upon their social and personal life.

One year following a student's graduation from high school provides time for them to have established and experienced some tentative educational, avocational or vocational ties. It is at this time that the former student is asked to complete a short-term follow-up which provides the coordinator with student perceptions as to practicum affects on their skills in the public sector and an evaluation of specific program components. It is felt that the student's post high school experiences will aid in their perceptions as to the relevancy of their practicum experiences. What follows is a sample of a follow-up instrument:

Dear Former Student:

While a student at Elk Grove High School, you took the **Public Service Practicum Course**. We tried to provide you with quality experiences pertaining to politics in America and an understanding of careers in public service type jobs.

Now we need YOUR help! We need your feedback as to the quality of the Practicum and ways it might be improved.

To do this, please answer the questions in this survey. Then tear off this panel, fold the remaining part of the survey so that my return address is showing, and drop it in the mail.

Thank you for your help.

Sincerely,

Richard Chierico
Elk Grove High School

Tear here→ ←Tear here

**Part I Directions:** Listed below are several possible affects that could be related to your experiences in the **Public Service Practicum.** Please mark whether or not the Practicum was helpful.

| | Very helpful | Helpful | No Effect | Hindered | Really Hurt |
|---|---|---|---|---|---|
| 1. Awareness of possible governmental public service careers | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Awareness of possible non-governmental public service careers | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Training requirements for public service careers | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Understanding of skills needed for employment in public service careers | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. Understanding of relationships between school, community, business, government and public service | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Understanding of decisions made by public service employees | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. Understanding of influences on public service employees | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Ability to set up and conduct interviews | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. Knowledge of how to complete job applications | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. Knowledge of how to write a resume | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. Understand qualities of leadership | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. Understand role of citizens in American governmental processes | ☐ | ☐ | ☐ | ☐ | ☐ |

**Part II Directions:** Listed below are several components of the **Public Service Practicum Course.** Please evaluate each component listed.

| | Evaluation | | | | | Should it be continued? | | |
|---|---|---|---|---|---|---|---|---|
| | Excellent | Good | Fair | Poor | Does not apply | Yes, as is | Yes, modifie | No |
| 1. Learn usage of terms like influence, power, politics, and interest groups | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Learn about the control over decision-making and self-maintenance by political organizations and/or individuals | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Learn about the bases of influence in a community | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Learn about the Elk Grove Township government | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. Learn about the Elk Grove Village government | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Learn about city governments | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. Learn about selected county, state and federal employees such as Clerk of the Court, State's Attorneys and legislators | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Learn about public service type careers such as lawyers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. Learn about public service groups such as consumer fraud agencies and crime commissions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. Field experiences with fire, police, village trustees, library, park district, and the like | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Richard V. Chierico
Elk Grove High School
500 W. Elk Grove Blvd.
Elk Grove Village, Illinois
60007

RICHARD V. CHIERICO
ELK GROVE HIGH SCHOOL
500 W. ELK GROVE BLVD.
ELK GROVE VILLAGE, ILLINOIS
60007

9 - 16

Part III :

1. What were the two most positive aspects of the **Public Service Practicum Course?**

   a. **Most positive:**------------------------------------

   ------------------------------------------------------

   b. **Second most positive:**------------------------------

   ------------------------------------------------------

2. What were the two aspects of the **Public Services Practicum Course** that were of least value?

   a. **Least value**--------------------------------------

   ------------------------------------------------------

   b. **Next to least value:**-------------------------------

   ------------------------------------------------------

* * *

**Additional Comments:**

Richard V. Cheirico
Elk Grove High School
500 W. Elk Grove Blvd.
Elk Grove Village, Illinois
60007

Late summer, four years after graduation, has been established as the time in which a long-term follow-up of former practicum students be conducted. Establishment of more concrete educational, avocational and vocational strategies have likely been formulated by the former student at this point. The purpose of the long-term follow-up is to assess their involvement in the public service area, the impact their public service practicum had on their involvement and the extent they perceive the experience prepared them for involvement.

## PUBLIC SERVICE PRACTICUM FOLLOW-UP QUESTIONNAIRE

## FOUR YEARS AFTER GRADUATION FROM HIGH SCHOOL

### I. PERSONAL DATA

Would you please check (✓) the following statements which are true for you:

____I am a homemaker

____I am employed part-time (less than 35 hours per week)

____I am unemployed - looking for work

____I am unemployed - not looking for work

____I am employed full-time (35 or more hours per week)

____I am employed in a public service career

____I am in the military

____I have been in the military

____I am in school full-time (12 or more hours per semester)

____I am in school part-time ( less than 12 hours per semester)

____I voted in the last National election

____I voted in the last Local election

____I volunteer for public service activities, e.g., elections, political parties, park district, village, town, city, county, state, and national.

List Involvement

________________

________________

________________

________________

## II. EDUCATIONAL DATA

1. I presently am attending ______________________________
College, University, etc.
and am pursuing a course of study or major in the area of ______________________________.

2. I formerly attended ______________________________
and pursued a course of study or major in ____________________
and did/did not achieve a ____________________ degree.
e.g., B.A., B.S., etc.

## III. VOCATIONAL DATA

I am currently employed with ______________________________
Employer
Located in ____________________, ____________________
City State

and my job title is ______________________________.

My duties include the following: ____________________
____________________
____________________
____________________

## IV. AVOCATIONAL DATA

I currently belong and am active in the following clubs or organizations: ____________________, ____________________,
____________________, ____________________, ____________________,

My hobbies are ____________________, ____________________,
____________________, ____________________,

## V. OPINION

Would you please briefly comment upon your Public Service Practicum experience?

1. As I remember, why did I take Public Service Practicum?

2. What is the one aspect of Public Service Practicum I liked best?

3. What is the one aspect of Public Service Practicum I liked least?

4. Did Public Service Practicum influence my choice of employment?

   ( ) yes ( ) no

   Comment:

5. Have I found the Public Service Practicum to be of help in my employment?

   ( ) yes ( ) no

   Comment:

6. Did Public Service Practicum influence my choice of school and/or area of study?

   ( ) yes ( ) no

   Comment:

7. Have I found Public Service Practicum experience to be of help in my education since leaving high school?

   ( ) yes ( ) no

   Comment:

8. Following is a list of ways in which the Public Service Practicum has helped me in every day life:

9. Additional Comments:

If Public Service Practicum has been an influence on my life, would I be willing to share my experience with current students?

( ) yes ( ) no

Would I like a copy of the group results of this survey?

( ) yes ( ) no

The Practicum Coordinator works closely with the Career Advisory Council in development of assessment instruments, analysis of data, and resultant development of new strategies in program delivery. Direction is also solicited from the Council in determining what other survey instruments, such as employer follow-ups, career site assessments, analysis of community resources, etc., would be useful and appropriate to a comprehensive assessment program. Because of the amount of time needed to develop, administer, and analyze assessment devices, the practicum coordinator feels the current assessment program is adequate. It has been determined that the most efficient utilization of time is in direct contact with the students.

The Public Service Practicum instructor and Career Advisory Council members are primarily concerned with assessment activities which lead to a quality experience for the student. It is felt that the delivery of a quality program is most effective in the solicitation of needed support from audiences such as administrators, school board members, and the general public.

# SECTION VII

# SOME THINGS YOU SHOULD KNOW IN THE DEVELOPMENT OF PUBLIC SERVICE INTERNSHIPS

## SOME THINGS YOU SHOULD KNOW IN THE DEVELOPMENT OF A PUBLIC SERVICE PRACTICUM AND/OR THE INFUSION OF PUBLIC SERVICE INTERNSHIPS INTO THE CURRICULUM

1. Identification of public service resources can be a problem. Section 4 and 5 of this guide as well as the U.S. Department of Labor materials e.g. Occupational Outlook Handbook can be useful. In addition, county, township, and local governments, business leaders, labor unions, and community service organizations should be contacted.

2. The nature of the practicum internship experience requires attendance on a regular basis for passing the course. If the student is unable to attend the training station activity, it is his or her responsibility to contact the public service trainer. If the trainer is not available, the practicum coordinator should be contacted.

3. The student must understand and respect the confidential nature of the internship experience. Confidential information and/or discussions at the training station must remain confidential. The failure to do so can result in the loss of that resource and the benefit future students could derive from that learning experience.

4. Misunderstandings as to the nature of the internship experience, for the most part, can be avoided if the student, public service trainer, and coordinator review the training plan (Section 5) and what is expected of all people.

5. Maintaining student interest in the program may be a problem. Once the novelty wears off, or problems develop, a student may find it more convenient to attend all classes in the building rather than travel to and from the training station. As a result, the practicum coordinator must show and feel a personal concern for the internship experience. The coordinator must communicate well with the student and make suggestions to improve the experience. At the same time, the coordinator should make regular calls to the training station (even if there appears to be no problems) so the public service trainer is aware of the coordinators concern for a good student learning situation. During the visits, the coordinator should make suggestions to improve the students experience e.g. request assistance in the selection of material for improving the classroom instruction, indicate areas that the public service person can train the student, discover any future experience of the training station that the student can participate. The "Weekly Community Resource Report" form, page 5-16, 5-17 is submitted each week to assist the practicum coordinator in evaluating each students experience.

6. Recruitment of students into the Public Service Practicum should involve communications with the Junior High Schools which feed into the high school in order to create an awareness of the internship experiences. As freshmen, the practicum coordinator can help counsel students in the selection of courses (See Section 3) to prepare for the internship experience. At the high school, the coordinator should keep the counselors, teaching staff, and administration informed about the program. In this way, students showing an interest in the practicum internships can be referred to the program coordinator.

The following information is distributed to Junior HIgh School students,as potential high school students,who may have an interest to enroll in the practicum course.

## PUBLIC SERVICE PRACTICUM INTERNSHIP

The Practicum is open to juniors and seniors. This course is designed to provide students with the opportunity to serve an internship in public service. After the first two weeks of the semester, the student spends one day per week in class for instruction, two days per week (not to exceed 8 hours) in his or her public service area, and two days per week are reserved for homework or working on a public service project.

What follows are examples of student areas of interest and possible internships:

| Area of Interest | Public Service Placement |
|---|---|
| Law | Police Department<br>Lawyer<br>Consumer Protection Office<br>Chicago Crime Commission<br>State's Attorney<br>Clerk of the Court |
| Journalism, Public Relations, or Political Consulting | Public Relations or Political Consulting firm |
| Politics and Lawmaking | State Representative<br>State Senator<br>Member of the House of Representatives<br>Village Trustee |
| Recreation | Park District |
| Library Administration | Public Library |
| Management | Village Manager and Township Government |
| Social Work | Village Community Service Department |
| Nursing, Medicine, and Food Nutrition | Village Health Department |
| Firefighter and Paramedic | Fire Department |
| Accounting | Village Finance Department |
| Architecture | Village Building and Zoning Department and Park District for landscape architecture |

7. A good public relations program will do much to relieve potential problems. School board presentations, program brochure, and news releases should occur. Practicum certificates or plaques should be given to the training stations at the end of the year tea, banquet, or similar type of activity. Elk Grove High School has a banquet in May of each school year.

8. Individual field trips, besides the regular class field trips, are a good supplement to the regular internship experience. Students learn more when they are actively involved for a long duration in a learning experience and a full day with a lawyer, legislator or building inspector for example can provide the opportunity to see what the public service occupation consists of as well as the daily decisions which must be made. Administrative approval should be sought for the field trip. It is important for the teacher/coordinator and public service trainer to decide what is to be accomplished and what students should be able to do at the training station for the field trip day. After the experience, there should be an evaluation discussion (the student completes the "weekly community resource report") between the student and the teacher/coordinator. At Elk Grove High School Illinois House Bill 356 is used which provides an opportunity for a student to go on a field trip without adult supervision. A copy of H.B. 356 follows:

ELK GROVE HIGH SCHOOL
ILLINOIS HOUSE BILL 356
SPECIAL USE OF OUTSIDE RESOURCES

## PARENT PERMISSION SLIP

Legislation permits individual students to participate in out-of-school educational experiences or field trips under the supervision of competent people who are not certificated teachers, or in small groups without adult supervision.

I give ______________________________ permission to
(Student Name)

visit ______________________________ on ______________
(Destination) (Date)

during __________ period(s) for the purpose of additional related work in

conjunction with ______________________________.
(Course Title)

______________________________ ______________________________
(Signature of Student) (Signature of Parent)

______________________________ ______________________________
(Signature of Teacher) (Signature of Assistant Principal)

---

## TEACHER PERMISSION SLIP

Teacher/Sponsor: ____________________ Date of Trip: ____________________

Destination: ____________________ Time __________ a.m. __________ p.m.

| (Signature of Teacher) | Approved<br>Yes | <br>No | (Signature of Teacher) | Approved<br>Yes | <br>No |
|---|---|---|---|---|---|
| 1. | | | 5. | | |
| 2. | | | 6. | | |
| 3. | | | 7. | | |
| 4. | | | 8. | | |

9. Student transportation is an essential part of the practicum program. The student is responsible for his or her own transportation to and from school, the training station and home. Coordinators should explore transportation possibilities with the school district's administration. The use of school buses, cabs (which are cheaper than a bus and are used for Elk Grove High School students) and trains, as well as student automobiles are all options subject to local and state regulations.

10. State and Federal regulations affect vocational and community resource programs of which the Public Service Practicum is one. In the State of Illinois the applicable legislation, policies, and regulations are under the auspices of the Illinois Office of Education (IOE). The IOE Department of Adult Vocational and Technical Education and the Illinois Department of Labor should be contacted for the guidelines that affect student training outside the school district. There is also some federal legislation affecting student training outside the school in which the Wage and Hour Division of the U.S. Department of Labor should be contacted.

11. Insurance coverage is necessary for students serving internships in the Public Service training stations away from the school premises. It is imperative that the coordinator request the school administration to contact the school's insurance agent to notify him that the practicum is an extension of the school program into the community. As a result, off campus training of students may take place at any time during or outside of the traditional school hours. Thus, the training station is not liable for student injuries. The district's certificate of insurance should be on file with the public service training stations.

12. It is essential for the school administration to provide supportive services to the program and sufficient time during (and when necessary, in lieu of) the school day for essential coordination activities of the coordinator.

13. Procedures for including the Public Service Practicum in the One and Five-Year Plan:

    For a local district to apply for and receive vocational funds for a Public Service Practicum Program, it is necessary to contact the Illinois Office of Education/ Department of Adult, Vocational and Technical Education.

# SECTION VIII

## RESOURCE EXPERIENCES
## SIMULATION GAMES
## AND
## ANNOTATED BIBLIOGRAPHY

## RESOURCES EXPERIENCES

A Presidential Classroom for Young Americans and the Illinois Citizenship Experience are two programs for junior and senior high school students to study politics, power and careers in the Nation's Capital and in the State Capital. These programs are recommended for students.

The Federal Forum, which is presented by a Presidential Classroom for Young Americans is designed for teachers, other educators, and adults from the private and public sector to study the processes which shape the laws, policies, and public opinion in our Nation's Capital. This program is recommended for adults.

A description of these programs is provided on the following pages.

SENIOR HIGH
SCHOOL PROGRAM

# 1980

# A Presidential Classroom for Young Americans

1968

## A Study of Politics and Power in the Nation's Capital

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HAL WALKER
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JERRY WURF
PRESIDENT
AMERICAN FEDERATION OF STATE,
COUNTY AND MUNICIPAL EMPLOYEES

ADMIRAL ELMO R. ZUMWALT
UNITED STATES NAVY (RETIRED)

**A Presidential Classroom For Young Americans**
P.O. BOX 19084
WASHINGTON, D.C. 20036
(202) 638-2234 (703) 527-8988

Nonpartisan • Nonprofit Corporation
Chartered Under the Laws of the
District of Columbia

# exploring the dynamics of the federal government . . .

**PURPOSE:** A PRESIDENTIAL CLASSROOM FOR YOUNG AMERICANS provides a concentrated study of United States Government to selected senior high school students through direct exposure and personal contact with the institutions and leaders of the nation.

As an enriching educational and personal experience, the Program seeks to create an awareness of the problems of modern democratic government, a greater understanding of American legislative, executive, and judicial processes, and a humanized appreciation of the political relationships and influences that shape our system of government and the conduct of its affairs.

Since its founding in 1968, more than 20,000 young people have come to the Nation's Capital to observe the Federal government in action. The Classroom provides an innovative academic framework in which students are encouraged to examine and assess the political process by meeting with and questioning national decision-makers.

The Program's National Student Body is comprised of students of many geographic, cultural, socio-economic, and religious backgrounds. Although they represent the full spectrum of our diverse culture, the students share a common interest in government study and demonstrated leadership qualities.

Presidential Classroom is a strictly nonpartisan, non-profit educational program. It does not seek to influence legislation or policy, or to organize opinion on behalf of any governmental or private interests. As a forum for independent thought, it serves to promote citizen responsibility and civic awareness.

**THE CURRICULUM DESIGN:** The intensive, one-week curriculum includes 15 formal seminars focussing on the three branches of the Federal government, as well as the major independent entities whose relationships and interactions are of significant social impact: the media, the diplomatic community, labor, and the private sector. Several of the seminars are on-site briefings including visits to Capitol Hill, the State Department, and the Central Intelligence Agency.

Presidential Classroom's approach to government study is to examine issues of current national interest within the context of the decision-making process and the continuously changing currents of political power. Formal seminars are structured similar to press conferences, with extended question-and-answer periods stimulating dialogue between the speakers and students. Supplementing the formal seminars are discussion groups in which students explore their new insights through lively exchange of ideas.

A student dormitory, staff offices, infirmary, and seminar rooms serve as the Program's base of operations. Trained staff live in with the students and operate on a 24-hour schedule. To ensure that all students derive maximum benefit from the Program, the Classroom assumes responsibility for maintaining certain standards of behavior, which are outlined prior to the Program in the *Student Handbook*.

## . . . through contact with its institutions and leaders

FOR MORE INFORMATION AND REGISTRATION MATERIALS WRITE:

PRESIDENTIAL CLASSROOM FOR YOUNG AMERICANS P.O. BOX 19084 WASHINGTON, D.C. 20036 (202) 638-2234

# ILLINOIS CITIZENSHIP EXPERIENCE

**Holiday Inn East**
**and**
**State Office Buildings**
**Springfield, Illinois**

**Sunday, March 18, 1979**
**through**
**Friday, March 23, 1979**

Sponsored by
Northwest Suburban High School District 214
Mt. Prospect, Illinois

in cooperation with

Illinois Association of Student Councils
and Illinois High School Association

**Background:** Illinois Citizenship Experience is a program which originated in High School District 214 and is an outgrowth of student and staff fieldtrip and career exploration experiences to Springfield and Washington, D.C.

The district's Public Service Practicum and Community Resource Program as well as the Washington, D.C. based program, "A Presidential Classroom for Young Americans," and "Federal Forum," were most instrumental in the development of this program.

**Purpose:** The Illinois Citizenship Experience has been developed to provide students with an opportunity to explore Illinois government, the political process, and decision making through on-site observation in the State Capitol in Springfield, Illinois. The academic framework of the program, including presentations by members of the state government and other state decisionmakers, visits to government agencies, and tours to historical sites, has been established to be in the best interest of all participants.

Illinois Citizenship Experience is a strictly nonpartisan, nonprofit educational program. It does not seek to influence legislation or policy, or to organize opinion on behalf of a governmental or private interest. As a forum for independent thought, it serves to promote citizen responsibility.

## OBJECTIVES

The program has been designed to provide an opportunity for students:

1. To have on-site experiences with the formal structure of government in personal contact with elected and appointed officials.
2. To observe and interact with these officials while the Legislature is in session.
3. To observe the informal structure of state government and its effect on the operation of the state of Illinois.
4. To observe and interact with special interest groups and their impact on government.
5. To learn how the state budget is developed, priorities established and monies disbursed.
6. To explore the many and varied public service careers in state government.
7. To correlate secondary education and public service careers.
8. To recognize the importance of personal integrity in positions of leadership.
9. To encourage students to be useful and effective citizens.
10. To provide social, recreational, and cultural experiences with fellow students from other regions of the state.

## TOPICS TO BE COVERED

Power in Springfield
Role of the Governor
Illinois Office of Education
News Media
The State Judiciary
Bureau of Budget—
Visual Overview of the State Government
State Government and the Economy—Management
State Government and the Economy—Labor
State Board of Elections
The State Senate
The State House of Representatives
The Legislative Staff
The Office of the Attorney General
The Secretary of State
The State Comptroller
The State Treasurer

Representatives from various agencies and departments will be available for presentations.

**Richard V. Chierico**
Director of Programming
Elk Grove High School

**Jim Whittington**
Director of Activities
and Transportation
Wheeling High School

**Edmund W. Phelps**
Director of Registration
and Supervision
Elk Grove High School

## BOARD OF ADVISORS

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State Representatives
**Eugenia Chapman**
**Virginia MacDonald**
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**Richard Hall**
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**Joseph Greco**
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General Consumer Fraud and Protection Division

**Stanley Klyber**, President
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and Commerce

**David Elder**, Executive Director
School Problems Commission

**John Landers**, Deputy Director
Department of Law Enforcement

**Edward Murnane**, President
Ed Murnane & Associates

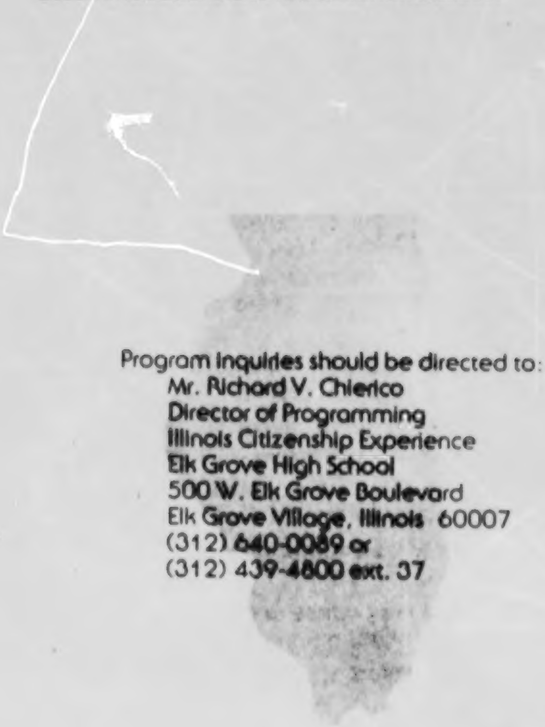
**Joseph Cimino**
Architect

**George Toutz**, Director
Outreach Program

**F. Philip Caronia**
Chief Clerk of the Circuit Court
of Cook County, Third District

## PROGRAM HEADQUARTERS

Program headquarters is Elk Grove High School, 500 West Elk Grove Boulevard, Elk Grove Village, Illinois 60007. The location for the Illinois Citizenship Experience in Springfield will be the Holiday Inn East, 3100 S. Dirksen Parkway, Springfield, Illinois. It has been selected for its overall superior location, meeting room accommodations and recreational facilities.



Program inquiries should be directed to:
**Mr. Richard V. Chierico**
**Director of Programming**
**Illinois Citizenship Experience**
**Elk Grove High School**
**500 W. Elk Grove Boulevard**
Elk **Grove Village, Illinois** 60007
(312) **640-0089 or**
(312) 4**39-4800 ext. 37**

Nonpartisan • Nonprofit Corporation
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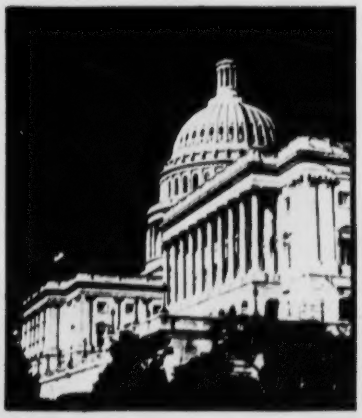
State of Illinois

*A Presidential Classroom For Young Americans*

announces

# The 1979 Federal Forum

## FOR TEACHERS



**THE FEDERAL FORUM** is presented by A Presidential Classroom for Young Americans, a nationally recognized, non-partisan, non-profit educational organization. Since its incorporation in 1968, A Presidential Classroom has conducted courses exploring the dynamics of the Federal Government for almost 20,000 students.

**PURPOSE AND SCOPE**: The Federal Forum provides a unique opportunity to study, first-hand, the structure and the substance of the Federal Government. Designed for teachers and other educators, executives from both the private and public sectors, and university students, the Forum enables students to probe the complex processes which shape laws, policies, and public opinion in our Nation's Capital.

Participants from all over the United States have travelled to Washington for the Forum's rare exposure to the ideals — and the realities — of the democratic system. A rigorous schedule of formal seminars, on-site briefings, panel discussions and workshops creates a charged atmosphere for interaction with the current leadership of this country. The Forum has been privileged to welcome as speakers Senators, Representatives, Justices of the Supreme Court, White House Staff, foreign ambassadors, members of the press, and officials from agencies of the Executive Branch.

The Federal Forum is a non-partisan symposium for independent thought, bringing citizens into immediate contact with a balanced variety of personalities and opinions. Acting as a catalyst, the program stimulates participants to individually weigh and judge information and the issues presented. Whatever conclusions are reached, the end result is invariably an exceptional survey — both overview and insight — into the heart of American government.

**ELIGIBILITY**: The Federal Forum is open to anyone beyond the high school level who can profit from the Classroom's nontraditional approach to the study of American Government. Initiated to augment Presidential Classroom's Senior High School Program by offering an expanded program for educators, the Forum's scope has since been expanded to encompass a broad spectrum of professionals and students.

Teachers, school administrators, counselors, employees in government or government-related programs, executives in the private sector, and university students in both graduate and undergraduate degree programs may enroll.

**ACADEMIC CREDIT**: The University of Virginia's School of Continuing Education offers three semester hours of either graduate or undergraduate credit for fulfillment of all program requirements. The University has designated the Forum as "Social Studies Institute," Course Number EDCI 563. The course fee which is in addition to the Forum tuition, is $94.50 for either graduate or undergraduate credit.

Participants who prefer that credit be identified as Political Science, Social Studies, or Independent Study should obtain prior approval from the universities in which they are enrolled in degree programs. Those wishing to receive Education degree credit should so designate in advance. A "Certificate of Achievement" will be awarded to all participants who satisfactorily meet program requirements.

### FOR YOUR REFERENCE

Specific questions about credit may be directed to: Dr. Jerry Moore, P.O. Box 19084, Washington, D. C., 20036. For a general evaluation of the Federal Forum program you may contact Mr. Douglas W. Hunt, National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia, 22901

# SIMULATION GAMES

Influence - A simulation of national policy making in which players act out the roles of such political decision makers as the President, Representatives, and Federal employees. In the process of working together, players can see the different influence relationships which develop as democratic governments make policy.

Xerox Ginn and Company
Lexington, Massachusetts 02173

City Hall - Is a political simulation designed to aid the participant in understanding the voting behavoir of Americans by playing a role in the campaign to elect a mayor.

Xerox Ginn and Company
Lexington, Massachusetts 02173

Plea Bargaining - A simulation of the criminal justice plea bargaining process.

Correctional Services of Minnesota
1427 Washington Ave., South
Minneapolis, Minnesota 55454

Police Patrol - A simulation designed to provide students and adults with an opportunity to experience some of the situations which are a common part of the police officer's job.

Correctional Services of Minnesota
1427 Washington Ave., South
Minneapolis, Minnesota 55454

Kids in Crisis - A simulation of Junevile Court procedures.

Correctional Services of Minnesota
1427 Washington Ave., South
Minneapolis, Minnesota 55454

Pressure - A simulation of decision making in local government.

Interact Company
P. O. Box 262
Lakeside, California 92040

Votes - A simulation of organizing and running a political campaign.

Interact Company
P. O. Box 262
Lakeside, California 92040

Committee - A simulation of the Congressional Committee septum.

Interact Company
P. O. Box 262
Lakeside, California 92040

Juris - An interaction unit introducing contracts, torts, juvenile and criminal law.

Interact Company
P. O. Box 262
Lakeside, California 92040

Yes, But Not Here - A local government game illustrating the fact that people are constantly in conflict with themselves because they want to support new programs that are generally in the publics interest, but they don't want those same programs to affect them personally.

The MacMillan Company
866 Third Avenue
New York, N.Y. 10022

State Legislative - A simulation that depicts some of the people, processes, and conflicting points of view involved in developing and passing legislation at the state level.

The MacMillan Company
866 Third Avenue
New York, N.Y. 10022

Lobbying Game - A simulation played in the context of the committee structure of a state legislative in which legislators and lobbyists are contenders for the passage of bills.

Game Simulations, Inc.
P. O. Box 1747
F.D.R. Station
New York, N.Y. 10022

Napoli - A simulation combining aspects of both houses of the U.S. Congress illustrating the legislative process and the representative nature of democracy.

Project Simile
Western Behavioral Sciences Institute
1121 Torrey Pines Road
LaJolla, California

## CAREER GUIDANCE INFORMATION

| Author | Title and Publication Information |
|---|---|
| Time Share Corporation | The Guidance Information System. Time Share Corporation, A Houghton Mifflin Company, 630 Oakwood Avenue, West Hartford, Connecticut 06110.<br>The Guidance Information System (GIS) is a computer-based system which can give you information about occupations (both civilian and military), four-year and two-year colleges, graduate schools, and sources of scholarships and financial aid. |
| U.S. Department of Labor | Occupational Outlook Handbook. 1978-79 Edition. U.S. Government Printing Office, Washington, D.C. 20402.<br>The handbook is designed to assist people in making the transition from school to work as well as those entering or re-entering the work force at later stages in their lives. For each occupation, the Handbook describes what workers do on the job, the training or education needed, and most importantly, some idea of the availability of jobs in the years ahead. |
| U.S. Department of Labor | Dictionary of Occupational Titles. U.S. Government Printing Office, Washington, D.C. 20402.<br>A U.S. Department of Labor publication which "defines" each of about 20,000 jobs according to a system that uses numbers to classify each job by the type of work performed, training required, physical demands, and working conditions. |

| Author | Title and Publication Information |
|---|---|
| Howard D. Mehlinger,<br>John J. Patrick | American Political Behavior. Ginn & Co., Lexington, MA 02173 (1974) $7.55<br>This book is used as The General Reference Source For the Practicum Classroom Instruction. This book presents to high school students up-to-date findings of social scientists on political behavior. An attempt is made to capture the vitality and drama of politics through the use of cases which describe the political activities of typical citizens and political leaders. These cases are brief stories about various aspects of political behavior such as voting, demonstrating, bargaining, decision-making, and the like. Simulations, games, political attitude surveys, and data processing activities are other instructional activities designed to enliven the course. |
| Edward C. Banfield,<br>James O. Wilson | City Politics. Vintage Books, New York, NY (1966) $1.95<br>This book is based on the view that the best way to understand the workings of city government in the United States, is to understand the day-to-day political behavior and political process which involves different issues, and opinions. |
| Don Lawson | Education Careers. Franklin Watts, Inc., 730 Fifth Avenue, New York (1977) $4.90<br>The roles of teachers at all levels, librarians, guidance counselors, special education specialists, coaches, administrators, day care persons as well as paraprofessional workers, are described clearly in this book. |
| Mary McHugh | Careers in Engineering & Engineering Technology. Franklin Watts, Inc., 730 Fifth Avenue, New York (1978) $4.90<br>Ten major fields in engineering are described in this book. The jobs available, the training needed, and starting salaries being offered in the fields of electrical and chemical, mechanical, civil, industrial, aerospace, agricultural, mining, and biomedical engineering are all covered in this concise but comprehensive career guide. |

| Author | Title and Publication Information |
|---|---|
| Halima Toure | Careers in Physical Rehabilitation Therapy. Franklin Watts, 730 Fifth Avenue, New York (1977) $4.90<br>The information necessary for gaining familiarity with the field of rehabilitation therapy is contained in the book. Job descriptions, educational requirements, course suggestions, and names and addresses of sources of further information are contained. |
| Theodore Huebener | Special Education Careers. Franklin Watts, Inc., 730 Fifth Ave., New York (1977) $4.90<br>Teaching of the handicapped child is a special area of education. The author explains the field and describes the various kinds of teaching - among them the teaching of deaf children, blind children, retarded and disturbed children. Education, training, and aptitudes for this work are discussed and salary levels are given. |
| James Hahn,<br>Lynn Hahn | Environmental Careers. Franklin Watts, 730 Fifth Ave., New York (1976) $4.90<br>Here is a detailed description of environmental careers covering many of the major areas for the future. Included are examples of the day-to-day functions and the experience necessary for the professionals, technicians and laborers who are working for the improvement of the envoronment. |
| W. E. Butterworth | Careers in the Services. Franklin Watts, 730 Fifth Ave., New York (1976) $4.90<br>A complete guide to the five services: the U. S. Army, the U. S. Navy, the U. S. Marine Corps, the U. S. Air Force, and Coast Guard. It gives details on the careers available in every area of interest from mechanics to medicine. |
| Elinor Swiger | Careers in the Legal Profession. Franklin Watts, 730 Fifth Ave., New York (1977) $4.90<br>Designed to encourage many young people to consider legal careers of all kinds. It includes legal information, i.e., preparing to be a lawyer, lawyers in private, corporate, public service, education and political life, legal assistants and secretaries and future careers in law. |

| Author | Title and Publication Information |
|---|---|
| Arnold Madison | Aviation Careers. Franklin Watts, 730 Fifth Ave., New York (1977) $4.90<br>Aviation is a broad field and this book describes the various kinds of work involved. The different kinds of pilots and crew members, the technicians and engineers; the flight attendants and airline personnel; the ground air controllers and many other occupations are described. Also contained is information about salary ranges and a discussion of job opportunities and necessary training. |
| Virginia McCall | Civil Service Careers. Franklin Watts, 730 Fifth Ave., New York (1977) $4.90<br>Information about the different kinds of jobs, about salaries, training and education, the Civil Service exam and the steps in applying for a job in Civil Service of Public Service. |
| Marilyn Granbwok | Social Work Careers. Franklin Watts, 730 Fifth Ave., New York (1977) $4.90<br>The many areas of Social Work, from child welfare, to family counseling, to rehabilitation, to community organizations are contained in this book. Also included is information in research, teaching, case work, administration, the necessary training, the general requirements, and salary scales in social work careers. |
| JoAnn Whatley | Banking and Finance Careers. Franklin Watts, 730 Fifth Ave., New York (1978) $4.90<br>A wide variety of jobs in banks and financial institutions mostly within the securities industry is presented. Special attention is given to the specific skills, knowledge, or duties each job entails. Some courses of study for educational preparation for the careers mentioned are also contained. |
| Rolland Parker | Psychology & Counseling Careers. Franklin Watts, 730 Fifth Ave., New York (1977) $4.90<br>Deals with the different areas of psychology and counseling, it describes the training, education, and earning power for various jobs, and gives a good picture of this field. |

| Author | Title and Publication Information |
|---|---|
| Marc Solomon,<br>Norman Weiner | Marketing & Advertising Careers. Franklin Watts, Inc., 730 Fifth Ave., New York (1977) $4.90<br><br>A general presentation for those interested in careers contained in the marketing and advertising fields. Included are areas of personal selling, advertising, wholesaling, and retailing,the marketing process, education, and marketing management and marketing services. |
| Arno Bellack,<br>Herbert Kliebard | Curriculum & Evaluation. Capitol Publications, Inc., 2430 Pennsylvania Ave., N.W., Washington, DC (1977) $19.50<br><br>Attempts to accomplish a kind of "mapping out" of the curriculum field, seeking to achieve some balance between the established positions and approaches, and those emerging and promising positions that have not reached wide acceptance. It is intended to reflect something of the wide range of ways the curriculum field may be approached, studied, and acted upon. |
| H. Resnick,<br>John Gradwell | Exploring Occupations in Engineering & Manufacturing. Gregg/McGraw Hill, Manchester Road, Manchester, MO $4.16 (1976)<br>Worksheet Booklets - $6.32<br>Teacher's Manual & Key - 2.35<br><br>For students considering occupations in the engineering and manufacturing cluster the material provides an opportunity to be exposed to a range of career experiences, duties, and skills required; broadening of knowledge and personal qualities that affect career choice, job satisfaction, and success at work. |
| Barbara Vorndran | Exploring Occupations in Personal Services. Gregg/McGraw Hill, Manchester Road, Manchester, MO $4.16 (1976)<br><br>Worksheet Booklets - $10.52<br>Teacher's Key & Manual - 2.35<br><br>The personal services booklets present the student with twenty-seven career explorative opportunities. These explorations are hands-on activities designed to help the student understand the kind of work done in a particular occupation. The student can thus be put in touch with that job, but more importantly, with personal feelings toward that job. |

| Author | Title and Publication Information |
|---|---|
| Lorraine Davis | Exploring Occupations in Science, Fine Arts & Humanities. Gregg/McGraw Hill, Manchester Road, Manchester, MO $4.16 (1976)<br>Worksheet Booklets - $6.32<br>Teacher's Manual & Key - 2.35<br>Explores the interesting variety of jobs in the sciences, the fine arts, and the humanities. It enables the student to consider their own desires, interests and abilities as they explore the units as they follow a career path. |
| Edwin Healy | Discovering You. McGray Hill, Manchester Road, Manchester, MO $4.16 (1976)<br>Worksheet Bookleys - $10.52<br>A set of exploratory exercises that allows the student to perceive themself and the individual relationship to the meaning of confidence, personal interests, value conflicts, finding a career, and a look into the future. |
| William Burns,<br>Patrick Weagraff | Exploring Occupations in Public & Social Services. cross-reference Community Services |
| | Profiles of American Colleges. Sundance Paperback Distributors, Newtown Rd.,Littleton, MA (1976) 10th Ed. Barron's Educational Series, Inc. $5.95<br>Includes all those colleges which offer full-time undergraduate study. A resource book that allows the student to consider their interests and capabilities in selecting a school for further study in higher education. |
| | Two Year College Guide. Sundance Paperback Distributors, Newtown Rd., Littleton, MA (1975) Barron's Educational Series, Inc. $5.95<br>A listing of college descriptions in the two-year colleges. Resource book for students interested in the associate degrees available. |
| | Education and Work. Subscription, Capitol Publications, Inc., Suite G12, 2430 Pennsylvania Ave., N.W., Washington, DC $85.00 - annual<br>Bi-weekly news service on career education, youth unemployment and the school-to-work transitions. |

| Author | Title and Publication Information |
|---|---|
| Charles Z. Cohen | Your Future as a Lawyer. Richards Rosen Press, 29 East 21st Street, New York (1977) $4.90<br>For a person thinking about making law a career, it is extremely inportant to find out what responsibilities and rewards lie ahead. This book is aimed at answering these questions. It describes the duties and functions of a lawyer, the personal qualities and skills that make for a successful and enjoyable career, educational requirements, types of legal practice, various specialties and recent trends within the profession. |
| John J. Pinney | Your Future in the Nursery Industry. Richards Rosen Press, 29 E. 21st Street, New York (1977) $4.90<br>Presents the industry in its many parts in a factual and objective manner. Describes the opportunities available and gives guidance to those who might consider ornamental horticulture as a trade or profession. |
| Frances L. Shuff | Your Future in an Occupational Therapy Career. Richards Rosen Press, 29 E. 21st Street, New York (1978) $4.90<br>Comparison is made of the career functions of the registered occupational therapist with those of the occupational therapy assistant and occupational therapy aide. The most current information available relating to occupational therapy is supplied in addition to both present and future career possibilities. |
| Charlotte Lobb | Exploring Careers Through Volunteerism. Richards Rosen Press, 29 East 21st Street, New York (1976) $4.90<br>For virtually every career field a volunteer opportunity is available where a student can gain both insight and experience. The book explains how volunteer service can help the student make a more informal decision about a career choice. |
| John Zacharis | Your Future in the New World of Communications. Richards Rosen Press, 29 East 21st Street, New York (1975) $4.90<br>Career opportunities in communications including the electronic and radionic media, advertising and marketing, written communications and some of the major competencies needed in the field. |

| Author | Title and Publication Information |
|---|---|
| Fenton Keyes | Your Future in a Mental Health Career. Richards Rosen Press, 29 East 21st Street, New York, (1976) $4.90 |
| | A listing of broad-based areas open to mental health careers and what is expected of those considering entering the field. |
| Phyllis J. Peck,<br>Gilbert J. Konkel | Aim for a Job in the Business Office. Richards Rosen Press, 29 East 21st Street, New York (1977) $4.90 |
| | This book is to prepare the student for the realistic world of working for a living. It explains the interaction of marketable skills and personal interests and the coping with situations as the student heads toward genuine pleasure in life's work. |
| Gale R. Ammerman | Your Future in Food Technology Careers. Richards Rosen Press, 29 East 21st Street, New York (1975) $4.90 |
| | The potential student of food technology as a professional career will be shown the many areas contained within the profession. Examination of the types of positions available, education needed, salaries earned, and professional organizations. |
| Chester Hutchison | Your Future in Agribusiness. Richards Rosen Press, 29 East 21st Street, New York (1965) $4.90 |
| | Written for young people interested in agribusiness as a career. It is hoped that the career information will also assist adults in their discussions of agricultural careers with both urban and rural youths. |
| W. Richard Kirk | Your Future in Hospital and Health Services Administration. Richards Rosen Press, 29 East 21st Street, New York, (1976) $4.90 |
| | The necessary background, educations and training plus the areas of personal involvement and attitude necessary for success are presented for perusal by career aspirants. |
| Fenton Keyes | Aim for a Job in the Allied Health Field. Richards Rosen Press, 29 East 21st Street, New York (1975) $4.90 |
| | Persons interested in the many allied careers in the health field are given several areas to investigate plus the disciplines necessary for entrance and advancement in the chosen field. |

| Author | Title and Publication Information |
|---|---|
| Shephard Henkin | Opportunities in Public Relations. National Textbook Co., 8259 Niles Center Rd., Skokie, IL (1977) $4.90<br>Public Relations, a growing and vibrant field, is presented in its many fields, the opportunities available, and suggested areas of needed individual competencies. |
| Miles F. Harris | Opportunities in Meteorology. National Textbook Co., 8259 Niles Center Rd., Skokie, IL (1972) $4.90<br>It is the aim of this book to answer general and specific questions about careers in meteorology, and also to convey something of the more intangible aspects of a career in a relatively small, but expanding field. |
| Keville Frederickson | Opportunities in Nursing. Vocational Guidance Manuals, Inc., 620 S. Fifth St., Louisville, KY (1977) $4.90<br>For those interested in the career of nursing. The book presents the scope and history of nursing, educational preparation, types and places of employment, nursing organizations, and specialty nursing associations. |
| D. Joseph Hagerty | Opportunities in Civil Engineering. National Textbook Co., 8259 Niles Center Rd., Skokie, IL (1977) $4.90<br>A presentation of the several aspects of the civil engineering field. The student will be able to determine the scope of civil engineering, necessary education, specialties within the field, job opportunities, advancement and professional organizations in Civil Engineering. |
| Elmo Ellis | Opportunities in Broadcasting. National Textbook Co., 8259 Niles Center Rd., Skokie, IL (1977) $4.90<br>May help a student make a wise decision if consideration is being given to pursuing a career in radio or television and there is no training or experience in broadcasting. |
| John Woodburn | Opportunities in the Chemical Sciences. National Textbook Co., 8259 Niles Center Rd., Skokie, IL (1971) $4.90<br>Those interested in the chemical sciences as a career should read this book since it tells accurately the nature of the training required and the type of work encountered. It will assist in determining whether a career in chemical science should be considered. |

| Author | Title and Publication Information |
|---|---|
| Marion Sitzmann,<br>Reley Garcia | Successful Interviewing. National Textbook Co., 8259 Niles Center Rd., Skokie, IL (1977) $4.90 |
| Alfred Snelgrove | Opportunities in Geology & Geological Engineering. Universal Publishing & Distributing Corp., 235 E. 45th St., New York (1970) $4.90<br>Explains how the enthusiasms and satisfactions of the popular hobbies of mineral and fossil hunting and in stone polishing can be put to vocational use for those considering geology and geological engineering. |
| Clayne Jensen | Opportunities in Recreation & Leisure. National Textbook Co., 8259 Niles Center Rd., Skokie, IL (1976) $4.90 |
| Odom Fanning | Opportunities in Environmental Careers. Vocational Guidance Manuals, Inc., 620 S. Fifth St., Louisville, KY (1971) $4.90<br>Gives the new, yet changing careers in the area of the environment. An excellent presentation of environmental careers and suggested backgrounds for consideration when choosing one of the careers. |
| E. L. Demmon | Opportunities in Forestry Careers. Vocational Guidance Manuals, Inc., 620 S. 5th St., Louisville, KY (1967) $4.90<br>Describes what forestry is, what foresters do and what the outlook is for those who contemplate entering the profession as a career. |
| Charles A. Winter | Opportunities in Biological Sciences Careers. Vocational Guidance Manuals, Inc., 620 S. 5th St., Louisville, KY (1970) $4.90<br>The enthusiasm, intelligence and other personal qualities plus the educational background is developed for the many opportunities in the area of the biological sciences. |

| Author | Title and Publication Information |
|---|---|
| | The Community Resource Person's Guide - for Experience-Based Learning. Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR (1977)<br>A guide for community people who are volunteering to help students learn outside the classroom. It includes areas for students to have experience-based learning in a carefully structured series of activities using community resource people and their workplace. |
| | Experience Based Learning: How to Make the Community Your Classroom. Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR (July 1977)<br>Experience-based learning combines the best elements of academic classroom learning with the best of learning by doing. It combines four major capabilities: (1) community involvement, (2) individualized instruction, (3) guidance and (4) new roles for staff as managers of learning. |
| | Writing a Journal (pamphlet). Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR (june 1977) $1.00<br>A pamphlet designed to assist students in the art of putting into words personal experiences, thoughts and feelings. It enables them to become more aware of individual learning goals and needs to understand why they do the things they do. |
| | Community Explorations, Student Record of. (pamphlet) Northwest Regional Educational Laboratory, 710 S.W. 2nd Avenue, Portland, OR (June 1977) $1.00<br>A guidebook for students when doing a community explorations plan. A record that is to be maintained during an on-site observation. |
| | Student Competencies Guide: Survival Skills for a Changing World. Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR (June 1977) $1.75<br>A set of thirteen competencies or specific tasks designed to give students an intorduction to survival skills for a changing world. Success in these skills will make it easier for them to become independent, self-reliant, self-confident and legally responsible for their own actions. |

| Author | Title and Publication Information |
|---|---|
| Donald C. Stone | Professional Education in Public Works/Environmental Engineering and Administration - A Handbook for Establishing University Centers and Programs. American Public Works Association, 1313 E. 60th St., Chicago, IL (Sept. 1974) $5.00 |
| | Illinois Personnel Detail - State of Illinois, Depart-of Labor<br>A series of statistical charts showing salary ranges, number of positions and position titles in the legislative and judicial agencies, constitutionally related offices, departments, other agencies and education within the governmental areas of the State of Illinois. |
| | Graduate Programs in Public Affairs and Public Administration. 1976 Directory. National Association of Schools of Public Affairs and Administration, 1225 Connecticut Ave., N.W., Washington, D.C. (1976) $10.00 |
| PAMPHLETS | Guidelines & Standards for Doctoral Degree Programs in Public Affairs/Public Administration. National Association of Schools of Public Affairs and Administration, 1225 Connecticut, Washington, D.C. (1975) $2.00 |
| | Guidelines and Standards for Baccalaureate Degree Programs in Public Affairs, Public Administration. National Assoc. of Schools of Public Affairs and Administration, 1225 Connecticut Ave., N.E., Washington D.C. (1976) $2.00 |
| | Guide for the Self-Evaluation of Professional Masters Degree Programs in Public Affairs/Public Administration. National Association of Schools of Public Affairs and Administration, 1225 Connecticut, Washington, D.C. (1975) $2.00 |
| | Guidelines and Standards for Professional Masters Degree Programs in Public Affairs/Public Administration National Assoc. of Schools of Public Affairs and Administration, 1225 Connecticut Ave., N.E., Washington D.C. (1974) $2.00 |
| | Toward New Horizons for University Year for Action and Community Service Learning. National Center for Public Service Internship Programs. 1735 I Steeet, Washington, D.C. (1975) $3.00/$6.00 |
| | Public Service Internship and Education in Public Affairs: Administrative Issues & Problems. National Center for Public Service Internship Programs, 1735 I Street, Washington, D.C. (1975) $3.00/$4.00 |
| | Dimensions of Experiential Education. National Center for Public Service Internship Programs, Washington, D.C. (1976) |

| Author | Title and Publication Information |
|---|---|
|  | Washington Information Directory 1977-78. Congressional Quarterly, Inc., 1414 - 22nd St., N. W., Washington, D.C. (1977)<br>A directory intended to assist all persons who must turn to Washington for information. The directory divides sources of information into three categories:<br>(1) agencies of the executive branch,<br>(2) Congress, and<br>(3) points on "non-governmental" organizations and the tips for quick usage. |
| Susan Lukowski,<br>Margaret Piton | Strategy & Tactics for Getting a Government Job. Potomac Books, Inc., Washington, DC (1972) $3.75<br>An attempt to make it easier for students to work for the Civil Service system and all of the employment offices within the legislative and executive departments of government, as well as those which are outside of government. |
|  | Career Information for College Graduates. College Placement Council, Inc., P.O. Box 2263, Bethlehem, PA (1976)<br>An annotated bibliography designed to be used by college students and their advisors in planning for careers. Also, it is a guide to the directories of various types of organizations which employ college graduates. |
| Lawrence Malnig,<br>Sandra L. Morrow | What Can I Do With a Major In? St. Peter's College Press, Jersey City, NJ (1975)<br>Can provide the reader with a number of useful insights about educational and career planning. The index also provides the reader with a guide to (1) jobs most frequently open to recent college graduages, (2) jobs which graduates of specific major departments tend to enter immediately after graduation and in later years, and (3) careers and professions graduates of practically any major can enter. |
| Nicholas M. Short,<br>Paul Lowman, Jr.,<br>Stanley C. Freden,<br>William Finch, Jr. | Mission to Earth: Landsat Views the World. National Aeronautics & Space Administration, Washington, DC, (1976)/U.S. Government Printing Office, Washington, DC $14.00<br>This book provides a general overview of the Landsat program (scenes depicting the earth's surface), how the satellite operates, and an explanation of remote sensing and imagery. An Educator's Guide accompanies this book, which is free of charge. |

| Author | Title and Publication Information |
|---|---|
| PAMPHLETS | Careers and Study of Political Science. American Political Science Association, 1527 New Hampshire Ave., Washington, D.C. (1976) $6.00<br>A pamphlet published to provide students with practical information on the relationship between academic study and careers. Primarily a guide for college undergraduates in pursuing careers and the study of political science. |
| Forrest E. Long<br>Helen Halter Long | Social Studies Skills. INOR Publishing Co., Rosbury Building, Sweet Springs, MO (1976)<br>Individual Self-Testing Key for Social Studies Skills<br>A book and individual testing key for a mastery of social studies skills. |
| | Preparing for Public Service Occupations - Law Enforcement Services, Curriculum Guide. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (1975)<br>One of a series developed to assist those involved in implementing career education programs concerned with public service occupations. Guide offers suggestions for course content, teaching materials and institutional objectives, as well as teacher and student activities helping in preparing individuals for entry-level positions in public safety occupations. |
| | Directory of Undergraduate Internship Programs. National Center for Public Service Internship Programs, Washington, D.C. (1976) $6.00<br>Directory is comprehensive guide to post-college internships and fellowship opportunities throughout the United States. |
| | Directory of Washington Internships. National Center for Public Service Internship Programs, Washington, DC, (1977) $3.00/$6.00<br>A guide to current internship programs and placements in the nation's capital. It is anticipated that this publication will be published periodically. |
| | A Directory of Public Service Internships: Opportunities for the Graduate, Post Graduate and Mid Career Professional. National Center for Public Service Internship Programs, Washington, D.C. (1976) $3.00/$6.00 |

| Author | Title and Publication Information |
|---|---|
| Cary Grayson, Jr.,<br>Susan Lukowski | Washington IV - A Comprehensive Directory of the Nation's Capital. . .its People and Institutions. Potomac Books, Inc., P. O. Box 40604, Palisades Station, Washington, DC (1976) $25.00<br>Designed to provide an informational service to residents of Washington and its surrounding areas as well as to others elsewhere who have varying needs to be acquainted with the institutions and people of the nation's capital. |
| | Writing Performance Goals: Strategy & Prototypes Gregg/McGraw Hill, Manchester Rd., Manchester, MO $5.95<br>A "how to do it" manual for those engaged in the writing of performance goals and objectives. Practical methods, procedures and examples are provided as a means of facilitating and constructing well-defined objectives and to expedite the explorations of new teaching methods. |
| Edwin L. Herr | Schools and Careers. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96 (1977)<br>Teacher's Manual & Key - $2.25<br>Designed to (1) make students aware of the interrelations between technological change, work, and education; (2) assist students in understanding how school and work expectations are similar; (3) help students become literate about the different types of educational opportunities available; and (4) provide students with useful skills in educational planning. |
| William Kidwell,<br>Vernon Wallace | Knowing Yourself. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96(1977)<br>Teacher's Manual & Key - $2.25<br>A text-workbook intended to facilitate students' explorations of self-identity and values in support of forming a positive self-identity. |
| Patrick Weagraff,<br>J. U. Lynn | Making Decisions Work. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96 (1977)<br>Teacher's Manual & Key - $2.25<br>The broad goals of the pamphlet are given to developing students' skills in career-decision making. |

| Author | Title and Publication Information |
|---|---|
| Richard Lynch | Getting the Job. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96 (1977)<br>Teacher's Manual & Key - $2.25<br>A work-text for students to assist them in locating jobs, preparation of resumes, procedures important to the job interview, and develop students' knowledge of forms and laws involved in the world of work. |
| Maurice Wilson | Growing on the Job. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96 (1977)<br>Teacher's Manual & Key - $2.25<br>Student oriented book that prepares them in all aspects for their first work-related experience. |
| | Exploring Occupations in Agribusiness & Natural Resources. Gregg/McGraw Hill, Manchester Rd., Manchester Rd., Manchester, MO $4.16 (1976)<br>Worksheet Booklets - $10.52<br>Teacher's Manual & Key - 2.35<br>The student is presented with twenty-seven explorations of different occupations in agribusiness and natural resources. |
| Marla P. Peterson | Exploring Business & Office Occupations. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96 (1976)<br>Worksheet Booklets - $10.52<br>Teacher's Manual & Key - 2.35<br>An activity workbook to help students to think in realistic terms of themselves as potential workers. Career exploration helps students to focus their attention on the occupational areas that hold the most promise for them as individuals. Exposure to the various occupations discussed brings together the present and the possibilities of the future. |
| Gene Hawes,<br>Mark Hawes,<br>Christine Fleming | Careers Today. A Plume Book, New American Library, Times Mirror, NY and Scarborough, Ontario (1977) $3.95<br>The main purpose of this book is to discuss the many different careers which students can finish training for in two years or less and which now offer the best prospects for jobs and earnings. |

Author Title and Publication Information

Barron's Guide to the Two-Year Colleges. Sundance Paperback Distributors, Newtown Rd., Littleton, MA $4.95

Barron's Profiles of American Colleges. Sundance Paperback Distributors, Newtown Rd., Littleton, MA $5.95

Congressional Insight. Subscription (1978) $48.00

A weekly newsletter that analyzes the pressures, people and politics that shape Capitol Hill decisions.

Decisions and Outcomes. College Board Publication Orders, Box 2185, Princeton, NJ $2.50

A publication that constitutes a new decision-making curriculum intended to help older high school students, college students, and adults who are faced with personal, educational, or career decisions. It presents a course of study in the development and application of decision-making skills.

Decisions and Outcomes. Workbooks $1.00

A workbook for students to assist them to be a skillful decision-maker and the process of decision-making.

The College Handbook. College Board Publication Order, Box 2815, Princeton, NJ $12.95

A history by states of a description of the undergraduate institutions that are members of the College Entrance Examination Board.

The College Handbook of Majors. College Board Publication Orders, Box 2815, Princeton, NJ $12.95

A source book for students in finding out which college offers the particular field or fields of study that interest them and the geographic location.

Technician Education Yearbook. Prakken Publications, Inc., 416 Longshore Dr., Ann Arbor, MI (1977) $18.00

A nationwide listing of schools offering technician training which includes not only the curriculums offered, but also personnel in charge of programs, enrollment, admission requirements, and accreditation.

| Author | Title and Publication Information |
|---|---|
| | Placement Services, A Training Manual. Prakken Publications, Inc., 416 Longshore Dr., Ann Arbor, MI (1977) $8.45<br>Reflects the philosophy of community-school interaction, staff training and curriculum development resulting in youth placement. Includes case studies, helpful suggestions and sample forms and procedures as teaching aids. |
| Clarence Lovejoy | Lovejoys Career & Vocational School Guidance. Simon & Schuster, New York, NY (1978)<br>A source book, clue book and directory of institutions training for job opportunities. It emphasizes technical educations, schools that will teach skills and points up the almost limitless opportunities for men and women of all ages in vocational training programs. |
| | A Handbook of Job & Career Opportunities. Manpower Research Associates, Arco Publishing Co., New York, NY (1978)<br>A guide that provides concise, accurate information about most major occupations. The secondary data was obtained from the latest U. S. government publications. |
| Marion Sitzmann, Reloy Garcia | Successful Interviewing. National Textbook Co., Skokie, IL (1977)<br>A practical guide for the applicant and interviewer. Practical examples and guidelines for making the initial inquiry, preparing for the interview, and writing the resume. It also explores the theories of interviewing and role playing in practice situations. |
| Miriam Hecht, Lillian Traub | Alternatives to College. MacMillan Publishing Co., Inc. New York, NY (1974)<br>Explores channels which are long-range alternatives to college. It is not a book against college, rather a presentation on the need for alternatives and occupational educations. |
| Sidney Marland Jr. | Career Education: A Proposal for Reform. McGraw Hill Book Co., New York, NY (1974)<br>A discussion of the ways in which career education seeks to make schooling more relevant for children, young people, and adults. Describes its current impact on schools, colleges, vocational institutions, and businesses, and explains its potential for revitalizing our learning curriculum. Also examines the pros and cons of career educators and responds to its critics and detractors. |

# INSTRUCTIONAL MATERIALS

| Author | Title and Publication Information |
|---|---|

Casebook on Community Civics. J. Weston Walch,
Box 658 Main Post Office, Portland, Maine 04104
$3.25 (1973)

Contains a collection of case studies on community civics. Citizens are people and civics is simply the study of people and their government. What you learn, how you put it to use is up to you, it is your responsibility.

Casebook of Municipal Problems. J. Weston Walch,
Box 658 Main Post Office, Portland, Maine 04104
$3.25 (1970)

The primary aim is not to teach you about government, but to illustrate how the ordinary citizen is involved everyday with it and how he can participate. The case studies are based on events which happened and might well happen in your own community.

Acticities for Examining State and Local Public Problems. J. Weston Walch, Box 658 Main Post Office,
Portland, Maine 04104 $16.75

A set of 50 activities (spirit masters) for examining state and local public problems. They present a variety of experiences designed to acquaint students with the public problems of their state and community. Through a wide variety of approaches, every student can find a number of activities that appeal to his or her abilities and needs.

Activities for Studying Local Government. J. Weston
Walch, Box 658 Main Post Office, Portland, Maine 04104
$16.75

Set of activities for studying local Government (spirit masters) was designed to; (1) stimulate and motivate students of local government and, (2) reduce the burden placed upon instructors of developing instruments to measure student growth. Quizzes may be used a study guides, work sheets or take home examinations.

Visual Masters on Local Government. J. Weston Walch,
Box 658 Main Post Office, Portland, Maine 04104 $9.00

Set of 42 visual masters on local government are designed to help clear up some of the teaching difficulties in high school social studies classes. The emphasis is largely on the forms of local government and how they operate and problems they may face.

Title and Publication Information

Things from Local Government. J. Weston Walch, Box 658 Main Post Office, Portland, Maine $14.00

Set contains 36 different things from local government. All of the documents were selected to represent certain characteristics and general duties of local governments in the United States. There are discussion problems, student activities and class projects contained in this set.

Casebook of American Social Problems. J. Weston Walch, Box 658 Main Post Office, Portland, Maine 04104 (1976)

Discusses social problems which will affect everyone sometime in their life. A social problem is an existing condition that has begun to affect a larger number of people and is reaching into the mainstream of society. This book and its case studies tries to show the overall picture of each problem and how the individual can eliminate alienation and bring power back to ourselves. Contains many questions and activities that the teacher can use in the classroom.

Visual Masters of the U.S. Government. J. Weston Walch, Box 658 Main Post Office, Portland, Maine 04104 $9.00

A set of 48 visual masters. It covers most of the vital areas and fundamental elements that you must get accross to students studying government.

Visual Masters on the American Legal System. J. Weston Walch, Box 658 Main Post Office, Portland, Maine 04104 $9.00

Kit contains 48 master plates which can be used to make transparencies. The discussion guide provides the instructor with points of emphasis for each unit, plus questions for discussion, and also suggested solutions are provided.

Casebook of State Government Problems. J. Weston Walsh, Box 658 Main Post Office, Portland, Maine 04104 (1975)

The purpose of this book is to teach about the operations of state government and how state government is involved in the daily life of people.

| Author | Title and Publication Information |
|---|---|
| Louis Ancel<br>Stewart H. Diamond | Illinois Municipal Handbook. 1976-1977 Edition. Illinois Municipal League, Springfield, Illinois (1976) $5.00<br>This pamphlet is no substitute for the counsel of an attorney experienced in the area of municipal law; but this book is essential to quickly become a virtual expert in a number of specialized fields. It will familiarize a person with the numerous and elaborate requirements and restrictions contained in the State Constitution, statutes and state common law. |
| William I. Goodman<br>Editor | Principles and Practices of Urban Planning. International City Managers' Association, Washington, D.C. (1968)<br>Provides the framework for better understanding of current urban problems as well as a guide for local government administration of planning. Concepts and emerging trends are covered as well as methods and techniques. |
| Stanley Powers<br>F. Gerald Brown<br>David S. Arnold<br>Editors | Developing the Municipal Organization. International City Managers' Association, Washington, D.C. (1974)<br>Puts into practice the changes in public administration theory that has been developed in the last two decades. These changes have had an enormous impact on the ability of municipal government to adjust to and cope with radically different demands and expectations. A brief list: Intergovernmental relations, Citizen Participation, Affirmative Action, Environment, Labor Relations, Growth Control, Regional Government and New Management techniques. |
| Edward C. Hofert<br>Thomas A. Matthews | Municipal Code of Elk Grove Village - revised May, 1977.<br>The complete book on the municipal Code of a Village, its officials, their duties, village departments, ordinances and laws.<br>Zoning Ordinance - Village of Elk Grove Village, Illinois. Zoning Ordinance No 842 (December 19, 1972)<br>The complete book on the comprehensive zoning ordinances of the Village which includes all facets of the community so that the village can function, Its purpose is to insure adequate light, clean air, and safety and other dangers may be secured for all residences, businesses, etc.<br>Building Activities Code - Village of Elk Grove, Illinois. Ordinance No. 1146<br>Contains the enactment into law for the setting up of a Building Department, its officials, its duties and the enactment of ordinances to insure the safety of its citizens in all buildings (residential as well as commercial) in the Village. |

| Author | Title and Publication Information |
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| | Elk Grove Village Government - Folder of Village Village Materials<br>This folder contains pictures, data and charts on all of the current and future aspects of the village, size, growth, revenue, industrial establishments, residential size, etc. |
| James M. Banovetz<br>Editor | Managing the Modern City. International City Management Association, Washington, D.C. (1971)<br>Designed to speak directly to the urban administrator regardless of the nature of his community. It recognizes that the professional administrator now plies his trade in an increasingly diverse number of contexts. It shows the contemporary role of American cities, both old and new. |
| | Current Village Budget.<br>The Public Service Practicum teacher should obtain a budget from the local municipal area for use in the program. |
| | The Cities. A Teacher Transparency Workbook in Language Arts.<br>Transparencies and student worksheets in the forms of spirit duplicator masters are included in this book. It provides an opportunity for the teacher in Social Studies to guide the students in the development of skills. This workbook encourages divergent thinking. |
| William H. Gilbert<br>Editor | Public Relations in Local Government. Institute for Training in Municipal Administration, International City Management Association, 1140 Connecticut Avenue, Washington, D.C. (1975)<br>Examines public relations from every important aspect: the city or county council; government employees, including police; reporters and other members of the news media; and the broad spectrum of different publics within a community. This book is intended to describe the responsibilities of and the opportunities for public relations in local government. |
| | Developing Questioning Skills. Cross reference Law Related. |
| Paul J. Stonich | Zero Base Planning and Budgeting. Don Jones-Irwin, Homewood, Illinois 60430 $21.95<br>Provides top and middle levels of management with a description of the process, summarizations and evaluations of the results achieved by organizations which have used Zero Base Planning and Budgeting, information that will aid the reader in deciding if Zero Base is appropriate for his/her organization and information that will help interested readers design and implement Zero Base Planning and Budgeting. |

| Author | Title and Publication Information |
|---|---|
| | Municipal Code of Elk Grove Village. Revised May, 1977. Cross reference Village Manager. |
| | Zoning Ordinance - Village of Elk Grove Village, Illinois. Cross reference Village Manager. Zoning Ordinance No 842 (December 19, 1972) |
| | Illinois Municipal Handbook. Cross reference Village Manager. |
| | Elk Grove Village Government. Folder. Cross reference Village Manager. |
| | Current Village Budget.<br>Obtain copies of your local governments current budget for use in the program. |
| | The Council - Manager Plan. Pamphlet (1966) International City Managers Association, 1313 E. 60th Street, Chicago, Illinois 60637<br>This booklet and others is an introduction to the council-manager plan and how it works. It takes a look at the ways the council and the manager serve their community, the continually evolving role and the growth of the plan since it was originated more than 50 years ago and the job the plan must do to meet the challenges of an urban age. It tells the work of the City Council, City Council meetings, duties between Council meetings, relationship of Council to Manager and the personnel liabilities for official acts. |
| Fred M. Newman<br>Thomas Bertocci<br>Ruthanne M. Landsness | Skills in Citizen Action. Cross reference - State Senator and State Representative. |
| | Lawmaking. Law in Action Series. Cross reference State Senator and State Representative. |
| | Developing Questioning Skills. Cross reference Law Related. |
| | Zero Base Planning and Budgeting. Cross reference Village Manager. |
| | Managing the Modern City. Cross reference Village Manager. |
| | Developing the Municipal Organization. Cross reference Village Manager. |
| | Building Activities Code - Village of Elk Grove, Illinois. Ordinance No. 1146. Cross reference Village Manager. |

## VILLAGE FINANCE DIRECTOR INTERN

| Author | Title and Publication Information |
|---|---|
| J. Richard Aronson | Managing Policies in Local Government Finance. International City Management Association, Washington, DC (1977)<br>A publication providing a better understanding of the economic environment for decision-making for those concerned with, and responsible for, urban management. It contains economic analysis, discussion of financial policies, and management guidelines for both students and teachers in the field of state and local finance; mayors, council persons, city managers, finance officers, planning directors, and budget officers and support staffs involved. |
| Lennox L. Moak,<br>Albert Hillhouse | Local Government Finances, Concepts and Practices Municipal Finance Officers Association, Chicago, IL (1975) $18.50<br>This volume has been prepared to provide a general treatise on local government finance with special emphasis upon the administrative aspects of each area covered. It is directed largely to the person who has some acquaintance with local government administrations, but who has not had an opportunity to become widely acquainted with the financial aspects of carrying forward the programs of such governments. |
| Louis Ancel,<br>Stewart Diamond | Illinois Municipal Handbook. 1976-77 Edition. $5.00 cross reference: Village Manager |
| | Developing Questioning Skills, cross reference: law related materials |
| Marla P. Peterson | Exploring Business & Office Occupations. cross reference: General Reference & Career Information |
| Clarence B. Nickerson | Accounting Handbook for Nonaccountants<br>This book focuses on the administrative use of accounting and financial data in planning, controlling, reporting, and measuring performance, and in decision making. The book will enable any non-financial manager to communicate effectively with accounting and financial specialists, and to present data in accurate and useful accounting terms. |

| Author | Title and Publication Information |
|---|---|
| | Governmental Accounting, Auditing, and Financial Reporting, by Municipal Finance Officers Assn., Chicago, IL $10.00<br>The pamphlet is the latest in a long series of publications prepared by the National Committee on Governmental Accounting. The purpose of the guide is to aid students in precisely answering questions pertaining to governmental accounting. |
| | Zero Base Planning and Budgeting, cross reference: Village Manager |

Author

Title and Publication Information

International Fire Service Training Association (IFSTA)

IFSTA 205. Water Supplies for Fire Protection. Second Edition (1971) $4.50
This manual relates the purpose and scope of water supplies and a history of water systems. It stresses the cooperation with the water supply superintendent of the community and the duties of the fire department water supply officer.

IFSTA 207. Ground Cover Fire Fighting Practices. First Edition (1973) $4.50

This manual includes fires in ground cover which includes all forms of plant life and other comparable vegitation. It's divided into 3 sections: (1) apparatus, equipment and extinguishing agents, (2) organization and planning, and (3) control techniques and procedures.

IFSTA 301. The Fire Department Officer. Second Edition (1967) $3.50

Is intended for Fire Chiefs, Chief Officers, Company Officers, and those who aspire to leadership in the fire service.

IFSTA 302. Fire Department - Facilities, Planning and Procedures. Second Edition (1970) $3.50

Explains the facilities, planning and the procedures necessary for the development of a good fire department.

IFSTA 303. Fire Service Instructor Training. Third Edition (1967) $4.50

A manual designed to be used as a guide in teaching fire service instructors how to teach fire service oriented subjects.

IFSTA 401. Fundamental Principles of Mathematics applied to the Fire Service. Third Edition (1966) $4.50

Manual on mathematics for students to apply the principles of mathematics to help them better understand the job and provide a basis for further studies.

IFSTA 402. Fundamental Principles of Science. Third Edition (1967) $4.50

Manual contains the fundamental principles of Science as they apply and are applied to the fire service.

| Author | Title and Publication Information |
|---|---|
| | IFSTA 403. Leadership in the Fire Service. First Edition (1967) $4.50<br>A series of lectures that can be read, studied and practice the principles contained, so the fire fighter can develop leadership qualities. |
| | Municipal Fire Administration. International City Managers' Association, Washington, D.C. (1967)<br>The purpose of this book is to provide the fire chief and other fire command officers with a better understanding of fire safety problems and to set forth accepted administrative methods for getting work done. |
| | Developing Questionning Skills. Cross reference Law Related. |
| Robert E. Colburn | Fire Protection and Suppression. Gregg/McGraw Hill, Manchester Road, Manchester, MO $11.95, Instructors Manual and Key $2.50<br>Presents basic knowledge in the broad field of fire technology to the student who is participating in a structured or an unstructured study group. The book provides knowledge of the composition, causes and behavior of fire, extinguishing agents and equipment used. |
| | Fire Fighting Hydraulics. Gregg/McGraw Hill, Manchester Road, Manchester, MO $11.95, Instructors guide $1.50<br>Intended to provide fire department officers and pump operators with a background of fire fighting hydraulic theory by giving them a basis for understanding the principles of water transfer. |
| | Fire Fighting Strategy and Leadership. Second Edition Gregg/McGraw Hill, Manchester Road, Manchester, MO $12.50, Instructors manual $2.50<br>Aims at helping fire fighters of all kinds learn the science, art and to develop the strategy of fire fighting in an action plan to cover all the phases of the fire department and its functions. |
| Harvy Grant<br>Robert Murray | Emergency Care. Robert J. Brady Company, A Prentice Hall Company, Bowie, Maryland (1971) $5.95<br>This program is designed to train everyone who comes in contact with the sick or injured patient, from the individual who sees him first to the ambulance driver who accompanies him to the hospital. While it is aimed primarily at the Emergency Medical technician, this manual can be used to train personnel in any emergency service, including police, fire and rescue units. |

| Author | Title and Publication Information |
|---|---|
| | Certified Fire Fighter and Certified Advanced Fire Fighter Course. Illinois Fire Commission, Course Outline (September, 1973)<br>To provide a detailed course outline of the subjects, tasks and general study references. To provide a standard basis of information and convenient record of training. |
| | International Fire Service Training Association - Instructor's Guide Sheet.<br>A teaching guide for directing the instructor to accomplish his objective of teaching the fire fighter. |
| John D. Paige<br>Editor | Essentials for Fire Fighting. IFSTA 200. Oklahoma State University, (1977). $15.00<br>Designed to meet the behavioral objectives set forth in levels Fire I and II, with the exception of those objectives concerning fire department organization and first aid. It gives the minimum requirements of professional competence required for service as a fire fighter. The manual has been divided into chapters which correspond with those subject areas covered in Standard 1001. |
| | IFSTA Training Manuals: |
| | IFSTA 102. Forcible Entry, Rope and Portable Extinguisher Practices. 5th Edition (1972) $4.50<br>Covers the tools and devices to open areas that are locked, blocked or not provided. It also covers the use of rope and knots needed in emergencies and the various uses of portable fire extinguishers. |
| | IFSTA 102. Ground Ladder Practices. Seventh Edition (1973) $4.50<br>Covers the history and development of fire ladders, fire service ladder requirements and the purpose and scope of the various fire ladders used. |
| | IFSTA 103. Fire Hose Practices. Sixth Edition (1974) $4.50<br>Presents accepted hose practices that can be adopted to various situations. It covers the construction of hose, testing of hoses, special fire hose operations and requirements for loading and laying out fire hoses. |

Author | Title and Publication Information

IFSTA 104. Salvage and Overhaul Practices. Fifth Edition (1969) $3.50

The purpose is to encourage the use of good salvage and overhaul practices in the Fire Service and to develop operation techniques which have been validated by the International Fire Service Training Assoc. The manual covers planning operations, preparation and care of equipment, methods and techniques, salvage and overhaul practices and restoring the premises.

IFSTA 105. Fire Stream Practices. Fifth Edition (1972) $4.50

This manual is an attempt to fulfill the foregoing purposes by establishing the requirements, principles and characteristics of fire streams; by providing methods to produce or develop fire streams; and by a study of related information for the selection and application of fire streams. Fire streams are intended to reduce temperatures and provide protection by various methods as covered in this text.

IFSTA 106. Fire Apparatus Practices. Fifth Edition (1970) $4.50

Discussed the origin and development of fire apparatus. It covers the purpose, the scope and the transition of fire apparatus. It covers the present day requirements for fire apparatus and its maintainence and replacement.

IFSTA 107. Fire Ventilation Practices. Fifth Edition (1970) $4.50

Presents the principles and practices of ventilation. It includes: (1) the theory of the burning process; (2) elements and situations which influence the ventilation process; and (3) methods and procedures of ventilating.

IFSTA 108. Fire Service Rescue and Protective Breathing Practices. Fourth Edition (1969) $3.50

Covers the areas of rescue operations in the fire service, good practices in moving people, body protection. It gives rescue incidents and situations, whereby the fire fighter must be alert and anticipate incidents.

IFSTA 109. Fire Service First Aid Practices. Fifth Edition (1977) $6.00

Covers the aspects of first aid in the fire service, good accepted first aid practices and general first aid procedures. It also discusses the legal aspects of first aid as it applies to the fire fighter.

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IFSTA 110. Fire Prevention and Inspection Practices. Fourth Edition (1974) $4.50

Fire prevention inspections are the single most important non-fire fighting activity performed by the fire service. The purpose of the manual is: (1) to present the principles and techniques of fire inspection practices in a manner that will make them easily understand by an individual pursuing a program of self study; (2) to enhance the quality of fire inspection practices; (3) to aid in promoting an establishing standardized fire prevention inspection practices and procedures.

IFSTA 201. Fire Service Practices for Volunteer Fire Departments. Fifth Edition (1971) $4.50

Presents those training practices that are most nearly consistent with activities of the smaller fire departments.

IFSTA 202. Fire Service Orientation and Indoctrination. First Edition (1971) $4.50

IFSTA 203. Fire Service Training Programs. Second Edition (1971) $4.50

Provides: (1) a standard basis of operational information for a long range training program; (2) suggests facilities, source material and a course of instruction; and (3) to encourage constant evaluation and revision.

IFSTA 206. Aircraft Fire Protection and Rescue Procedures. Second Edition (1978) $3.50

Developed to provide information for fire department officers to effectively accomplish the various tasks involved in aircraft fire fighting and rescue. It is designed for all types of fire protection organizations since coverage includes the use of both conventional and specialized aircraft fire fighting apparatus.

Author — Title and Publication Information

Basic Building Code. Building Officials & Code Administrators, 1313 East 60th Street, Chicago, Illinois (1978) $20.00

The Basic Building Code states regulations in terms of measured performance rather than in rigid specifications of materials and makes possible the acceptance of new materials and construction which can be evaluated by accepted standards, without the necessity of adopting cumbersome amendments for each variable condition. By presenting the purposes to be accomplished, the Code allows the designer the utmost possible freedom and does not hamper development.

BOCA 100. Standard for the Design & Installation of for Fire Suppression System for Live Safety, 1313 East 60th Street, Chicago, Illinois $5.00

Prepared for the design and installation of the fire suppression system for life safety and primarily intended to protect human life from fire. A secondary benefit is fire protection for the structure and interior contents. Standards are developed as criteria and the designer must fit the system to the property in question so that the full benefits of the established standards are realized.

Basic Plumbing Code. BOCA, 1313 East 60th Street, Chicago, Illinois (1978) $15.00

The fourth edition of the Basic Plumbing Code was designed to meet the need for a modern up-to-date performance code covering the design and installation of plumbing systems. It presents minimum plumbing standards in terms of performance objectives and proposes to be accomplished, thus allowing the development of new and innovative plumbing systems.

Administration of Building Regulations. BOCA, 1313 East 60th Street, Chicago, Illinois (1978) $5.00

The book assists local building officials in the effective administrations of handling and zoning regulations. It describes administrative procedures that various cities and counties have evolved for enforcement of handling regulations with particular emphasis on building, electrical, plumbing and mechanical codes and ordinances. It is also a documentation of the activities of building officials and inspectors, rather than a study of code requirements.

Author

Title and Publication Information

Basic Mechanical Code. BOCA, 1313 East 60th Street, Chicago, Illinois (1978) $15.00

The third edition of the Basic Mechanical Code sets forth comprehensive regulations for the safe installation and maintenance of mechanical facilities by establishing the end result to be accomplished rather than the method to be followed. It accepts nationally recognized standards as the criteria for determining the performance and systems of construction, thus allowing freedom and flexibility in the development of mechanical systems.

Building Department Recommendations. BOCA, 1313 East Chicago, Illinois (1978) $5.00

Written to show the importance of an adequately staffed and properly maintained building department. The booklet stresses the roles a building department should fulfill and how the community benefits. It also contains organization charts for communities of different size and detailed job descriptions for several job classifications within the building department.

Code Enforcement Guidelines. For Residential Rehabilitation. BOCA, 1313 East 60th Street, Chicago, Illinois (1975) $3.35

Guidelines presented are designed to provide reasonable planning, design, and construction requirements for the physical rehabilitation of existing neglected, rundown or unsafe buildings that are structurally sound. They are intended to supplement the model building and housing codes currently available for governmental jurisdictions.

Basic Fire Prevention Code 1978. BOCA, 1313 East 60th Street, Chicago, Illinois $15.00

The Basic Fire Prevention Code is concerned that all matters pertaining to the construction of a building and built into it, either in original construction or later changes should have safeguards that are periodically inspected against fire. It also adequately provides the necessary responsibilities of the fire official in addition to enforceable fire safety regulations.

Author

Title and Publication Information

Basic Energy Conservation Code 1978. BOCA, 1313 East 60th Street, Chicago, Illinois $8.00

The Energy Conservation Code/1978 brings together the energy conservation requirements found in the BOCA Basic Code . It is a compilation of the model energy conservation requirement contained in the building, mechanical and plumbing codes.

Code Enforcement Conservation Code 1978. BOCA, 1313 East 60th Street, Chicago, Illinois $7.00

Presents the theme that the basic ingredients of an effective code enforcement agency are the same regardless of the size of the agency, the code, or the kind of inspections being conducted. The book is intended as an aid to jurisdictions initiating, expanding, or reorganizing their code enforcement agencies. It also includes a concise essay on beginning a public relations branch of a building department.

Readings in Code Administration. BOCA, 1313 East 60th Street, Chicago, Illinois $30.00

A three volume set of readings in code administration covering the areas of history, philosophy, law, fire protection technology, building materials, systems and standards.

One and Two Family Dwelling Code. BOCA, 1313 East 60th Street, Chicago, Illinois. Second Edition (1975)

A presentation of the minimum requirement to safeguard life, health, public welfare and the protection of property by regulating and controlling the design, construction, prefabrication, equipment or appliance installation quality of materials, use and occupancy locations and repair of detailed one or two family dwellings, not more than three stories in height.

Zoning Ordinance, Village of Elk Grove Village, Illinois. Zoning Ordinance No 842 (December 19, 1972)

The purpose of this zoning ordinance is to insure that adequate light, clean air and safety from fire and other dangers may be secured and that the public health, safety, comfort, morals and welfare may otherwise be promoted. The book then goes into detail on all of the above as they apply to the Village of Elk Grove.

| Author | Title and Publication Information |
|---|---|
| | Building Activities Code, Village of Elk Grove Village, Illinois. Ordinance No. 116<br>The articles on the development and building department and all the regulations to run an efficient and safe department and Village. |
| | Elk Grove Village Covernment. Folder<br>A folder of Elk Grove Village material that was compiled from each of the departments and placed in a binder. This can be accomplished with any local government. |
| | Current Budget of Village Building & Zoning Department.<br>A current budget of the local unit of government should be acquired for the course. |
| | Municipal Code of Elk Grove Village. Revised May 1977.<br>The Rules and Regulations on the operation of the Village of Elk Grove and the function and duties of its officials, agencies and departments. |
| | Codes and Code Administration, An Introduction To Building Regulations In The United States.<br>A textbook that includes discussions of the use of codes, code enforcement and the administration of building regulations. It is an overview of codes and code enforcements and presentation of sources of materials for the student. |
| | Developing Questioning Skills. Cross reference Law Related. |
| | Zero Base Planning and Budgeting. Cross reference Village Manager. |
| | Building Official & Code Administrator. Brown folders.<br>The Building Official and Code Administrator is the official publication of Building Officials and Code Administrators International, Inc. |
| R. Marlin Smith<br>Clyde W. Forrest, Jr.<br>Eric C. Freund | A Guide for Municipal Zoning Administration with Forms. Bureau of Urban and Regional Planning Research, University of Illinois at Urbana, Champaign (1972) $4.00<br>The purpose of this manual is primarily to inform zoning officers, boards of zoning appeal, and planning commissions about the practices and procedures used in the administration and enforcement of zoning. |

| Author | Title and Publication Information |
|---|---|
|  | Zoning Ordinance - Village of Elk Grove Village, Illinois. Zoning Ordinance No. 842 (December 19, 1972) Cross reference - Village Manager. |
|  | Current Budget of the Health Department. |
|  | Readings in Health 78/79. The Dushkin Publishing Group, Inc. Sluice Dock, Guilford, CT 06437 (1978) $5.75<br>A series of readings designed to help guide and inform health consumers. The articles included in this anthology are written by well known authorities working in the areas of health and nutrition. |
| Grace Granberg | Food Additives Learning Activity Package. Unigraph Products, P. O. Box 24287, Seattle, WA<br>This Learning Activity Packet endeavors to acquaint students with both the controversy and the challenge of chemicals in food. It also endeavors to pique students' interest and make them aware of the importance of this subject now and in later life. |
|  | Developing Questioning Skills. Cross reference Law Related. |
|  | Zero Base Planning & Budgeting. Cross reference - Village Manager. |
| Karl S. Whittman & John C. Thomas | Medical Laboratory Skills. Gregg/McGraw Hill, Manchester Rd., Manchester, MO 63011 $12.50, Instructor's Manual $4.00<br>Paper text that provides entry level employers with the basic information and technical competencies to perform routine and fundamental tasks in the medical laboratory. |
| Winifred H. Johnson & Douglass W. Johnson | Introduction to Nursing Care. McGraw Hill, Manchester Rd., Manchester, MO 63011 $7.50, Teacher's Manual & Key $3.00<br>This book has been written primarily for nursing assistants. It should also be a valuable learning tool for any student in nursing. |
| Kathleen F. Arns & Diane W. Watson | Exploring Health Occupations. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $4.16, Worksheet Booklets $2.76, Teacher's Manual & Key $2.35<br>The student is presented with twenty-seven explanations in the area of health occupations. The explanations are hand-in-activities designed to help the student understand the kind of work done in a particular occupation. |

| Author | Title and Publication Information |
|---|---|
| Hillis K. Idleman<br>Elizabeth N. Stanton | Health, Education, and Recreation. Gregg/McGraw Hill. Manchester Rd., Manchester, MO $3.16<br>Teacher's Manual & Key - $3.75<br>This module provides an introduction to the consumer area of (1) the basics of good health; (2) education and, (3) recreation and vitamins. There are thought-provoking questions, realistic examples, and attractive illustrations. |
| Beverly J. Rambo,<br>Diane E. Watson | Your Career in Health Care. Text 1976. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $7.50<br>A foundation test that launches students into a variety of health careers - nursing, medical laboratory work, hospital administration, medical assisting as a means of acquainting them with the wide variety of occupations in the health care field. |
| | Washington Newsletter - American Public Health Association. Subscription from American Public Health Association, Inc., 1015 Eighteenth St., N.W., Washington, DC $40.00 per year<br>A newsletter published primarily by the American Public Health Association on Health legislation in the federal government. |
| | The Nation's Health - American Public Health Association Subscription from American Public Health Association, 1015 Eighteenth Street, N.W., Washington, DC $5.00 per year<br>The official newspaper of the American Public Health Association published monthly. |
| | American Journal of Public Health - American Public Health Association, 1015 Eighteenth Street, N.W., Washington, DC 20036 $30.00 per year<br>Official journal of the American Public Health Association, Inc., published monthly. |
| George Christakis<br>(Editor) | Nutritional Assessment in Health Programs. Sponsored by the American Public Health Association, Inc., 1015 Eighteenth Street, N.W., Washington, DC 20036<br>An assessment in health programs based on proceeding on Nutritional Assessment held October 18-20, 1972. |

| Author | Title and Publication Information |
|---|---|
| E. James Lieberman | Mental Health. The Public Health Association, 1015 Eighteenth Street, M.W., Washington, DC (1975)<br>A monograph considered a guide in expressing a consensus of expert opinions for a public health approach to meeting community mental health needs. |
| Frank P. Grad | Public Health Law Manual. 5th Printing 1976. American Public Health Association, 1015 - 18th Street, N.W., Washington, DC<br>The role of the law in public health is explained with emphasis on current thoughts in public health law. |
| B. A. Meyers,<br>A. Donabedian | A Guide to Medical Care Administration. Vol. I & II American Public Health Administration, 1015 - 18th Street, N.W., Washington, DC (1969)<br>Two volume guide to medical care administration. One is concerned with the concepts and principles and volume two with medical care appraisal. |

# VILLAGE COMMUNITY SERVICES INTERN

| Author | Title and Publication Information |
|---|---|
| Wayne Anderson | Managing Human Services. International City Management Association, Washington, D.C. (1977) $20<br>A text on one of the newer areas of administrative activity in cities and counties. The first to emphasize the managerial perspective, illuminating the latest theories and research in the field and linking them to specific examples. The authors of individual chapters were selected on the basis of their expertise in that field. |
| | Human Services, Monograph Series. Number 2, August 1976. |
| | Journal of Human Services Abstracts. Volume 2, Number 3, July 1977. Project Share, Department of Health, Education and Welfare, Office of the Secretary, Washington, D. C. 20201 |
| | Zoning Ordinance Village of Elk Grove Village, Illinois. Zoning Ordinance No. 842 (December 19, 1972) Cross reference Village Manager. |
| | Elk Grove Village Government. Folder. Cross reference Village Manager. |
| | Budget. Village Zero Base Planning and Budgeting. Cross reference Village Manager. |
| | Municipal Code of Elk Grove Village - revised May 1977. |
| | Journal of Human Services Abstracts. Project Share, Department of Health, Education and Welfare, Office of the Secretary, Washington, D.C.<br>The journal is divided into two parts, an index, and the abstracts themselves, arranged in alphabetical order by title. The index provides easy access to the abstracts by major subject category. The comprehensive summaries are intended to provide a thorough overview of the documents, to save you time and to help you select documents for further study. |
| | Human Services - Bibliography Series. Project Share, P.O. Box 2309, Rockville, Maryland<br>A series to acquaint users of the Clearinghouse with the contents of Project Share collection with respect to selected documents. The subjects addressed are chosen to reflect the current interests and priorities indicated by users of the Clearinghouse. |

| Author | Title and Publication Information |
|---|---|
| PAMPHLETS | |
| Elizabeth Ogg | New Ways to Better Communities Public Affairs Pamphlets, New York (1968) 25¢ |
| Millard Bienvenue, Sr. | What Everyone Should Know About Stress Channing L. Bete Co., Greenfield, Mass. (1975)<br>Who's Prejudiced? Channing T. Bete Co., Greenfield, Mass. (1969)<br>What Everyone Should Know About Mental Health, Channing L. Bete Co., Greenfield, Mass. (1967) |

A series of scriptographic booklets on various community, social and personal problems, a complete list can be obtained by writing to the company. Examples listed above.

Public Affairs Pamphlets, 381 Park Avenue, N.Y.:

A series of booklets written to educate the American public on vital economic and social problems and to issue concise and interesting pamphlets dealing with such problems. The entire series list can be obtained by writing to the company. The titles are self-explanatory. Examples:

#85 The Races of Mankind - Ruth Benedict & Gene Weltfish 35¢
#113 Building Your Marriage - Evelyn Millis Diovall 35¢
#118A Alcoholism - A sickness that can be beaten - Alton L. Blakeslee. 50¢
#120A Toward Mental Health - Geo. Thorman with Elizabeth Ogg. 35¢
#141 Enjoy Your Child - Ages 1, 2 and 3 - James L. Hymes, Jr. 50¢
#144 Understanding Your Child from 6 - 12 - Clara Lambert. 50¢
#149 How to Tell Your Child About Sex - James L. Hymes, Jr. 50¢
#154 How to Discipline Your Children - Dorothy Baruch 50¢
#155 Mental Health is a Family Affair - Dallas Pratt, M.D. & Jack Neher 50¢
#163 Three to Six: Your Child Starts to School - James L. Hymes, Jr. 50¢
#172 When Mental Illness Strikes Your Family - Kathleen C. Doyle 50¢
#173A So You Want to Adopt a Child - Ruth Carson 50¢
#182A Getting Ready to Retire - Kathryn Close 50¢
#210A New Hope for the Retarded Child - Walter Jacob 35¢
#213 Saving Your Marriage - Evelyn & Sylvanus Duvall 50¢
#234 Comming of Age: Problems of Teenagers - Paul H. Landis 50¢

Author

Title and Publication Information

#239 The Shy Child - Helen Ross 35¢

#250A What is Marriage Counseling - David R. Mace 35¢

#254 Your Child's Sense of Responsibility - Edith G. Nesser 50¢

#258 What's Ahead for Civil Service - David Lindsay .25

#264 Your Child's Emotional Health - Ann W.M. Wolf 50¢

#267 Your Operation - Robt. M. Cunningham, Jr. 25¢

#274 You and Your Adopted Child - Eola J. LeShan 50¢

#286 When a Family Faces Cancer - Elizabeth Ogg 35¢

#288 How Retarded Children can be Helped - Evelyn Hart 35¢

#289 The Taxes We Pay - Maxwell S. Stewart 25¢

#290 What Makes a Marriage Happy - David R. Mace 50¢

#295A Blindness-Ability, not Disability - Maxine Wood 25¢

#305 Why Can't You Have a Baby - Alan F. Gurrmacher,MD & Jpam Gould 35¢

#309A Tensions - and How to Master Them - Geo. S. Stevenson, M.D. & Harry Milt 50¢

#317A Investing for Income & Security - Maxwell S. Stewart 25¢

#326B Emphysema - the Growing Problem of Breathlessness- Jules Saltman 35¢

#327 Sunday in the Sixties - Richard Cohen 25¢

#334 Roads to Peace - Vera Micheles Dean 25¢

#335B Multiple Sclerosis: ground for hope - Fulvio Bandossi 50¢

#347A A Full Life After 65 - Edith M. Stern 35¢

#348A A Guide to Consumer Credit - Sydney Margoluis 25¢

#349 The Retarded Child Gets Ready for School - Margaret Hill 35¢

#352 Serious Mental Illness in Children - Harry Milt 35¢

#353 Your New Baby - Ruth Carson 35¢

#353S Breastfeeding - Audrey Palm Riker 50¢

#355 Young Adults and Their Parents - Harry Milt 35¢

#357 What Should Parents Expect From Children - Jules Archer & Dixie Leppert Yahraes 50¢

#360A How to Finance Your Home - Sidney Margolius 25¢

#364A Overweight-A Problem for Millions - Michael H.K. Irwin, M.D., M.P.H. 50¢

#369 What Can You Do About Quarreling - Harry Milt 50¢

#376 Nine Months to Get Ready - Prenatal Care - Ruth Carson 50¢

#381 How to Help Your Child in School - Robert Sunley50¢

#390A Drug Abuse-What Can be Done? - Jules Sattman 35¢

#392A The Rehabilitation Counselor - Elizabeth Ogg 50¢

#397 Sexual Adjustment in Marriage - Richard H. Klemer & Margaret G. Klemer 50¢

#399 Differences Can Enrich Our Lives - Ann G. Wolfe 35¢

#4 Cerebral Palsy-More Hope Than Ever - Jacqueline Seaver 50¢

#405 Helping the Slow Learner - Millard Bienvence, Sr.50¢

#406A Dealing With the Crises of Suicide - Calvin J. Frederick & Louise Lague 50¢

#410 Talking it Over At Home - Millard Bienvence Sr. 50¢

#411 The Reapportionment Crisis - Marjorie Fribourg 25¢

#412 Family Money Problems - Sidney Margoluis 50¢

#413 New Ways to Better Communities - Elizabeth Ogg 25¢

Author | Title and Publication Information

#415 Fads, Myths, Quacks - and Your Health - Jacqueline Seaver 35¢
#417 Humanizing the City - Marion O. Robinson 25¢
#424 The Early Years of Marriage - Richard H. & Margaret G. Klemer.
#426 Alcoholics & Alcoholism - Harry Milt 50¢
#437 Asthma - How to Live With It - Ruth Carson 35¢
#438 Parent-Teenager Communication - Millard J. Bienvence Sr. 35¢
#439A Cigarettes - America's #1 Health Problem - Maxwell S. Stewart 50¢
#443 How to Keep Your Teeth After 30 - Theodore Berland 50¢
#444 A Chance for Every Child - Allowances - Maxwell S. Stewart 25¢
#445 Helping Your Child Speak Correctly - John E. Bryant 50¢
#446 Better Health in Later Years - Theodore Irwin 50¢
#447 Your Menopause - Ruth Carson 50¢
#448 Drug Abuse and Your Child - Alice Shiller 50¢
#450 Violence in America - Irwin Block 35¢
#452 How to Help the Alcoholic - Pauline Cohen 50¢
#454 Help for Your Troubled Child - Alicerose Barman & Lisa Cohen 50¢
#455 Social Policy - Improving the Human Condition - John H. McMahon 25¢
#457A Hunger in America - Maxwell S. Stewart 35¢
#458 Unlocking Human Resources: a Career in Social Work - Patricia W. Soyka 50¢
#459 Protecting Your Family from Accidental Poisoning - Arthur S. Freese 35¢
#460 Schizophrenia - Current Approaches to a Baffling Problem - Arthur Henley 35¢
#461 Money for Our Cities: Is Revenue Sharing the Answer? - Maxwell S. Stewart 25¢
#463 Health Care for the Adolescent - June V. Schwartz, M.D. 50¢
#464 How to Cope With Crises - Theodore Irwin 50¢
#465 Vitamins, Food & Your Health - Marcella Katz 50¢
#466 Building a Marriage on Two Altars - Elizabeth & William Gerre 50¢
#467 Early Disease Detection - A New Way to Health - Edward Edelson 25¢
#468 Mates & Roommates: New Styles in Young Marriages - Eda J. LeShan 35¢
#469 Women's Rights - Unfinished Business - Eleanor Flexnes 50¢
#471 Can we Avoid Economic Crises? - Maxwell Stewart 25¢
#472 Peptic Ulcer - The Quiet Epidemic - Theodore Berland 25¢
#473 Living with Blindness - Irving R. Dickman 50¢
#474 Sensitivity Training and Encounter Groups - Elizabeth Ogg 35¢
#475 Women and Smoking - Jane E. Brody & Richard Engquist
#476 Talking to Preteenagers About Sex - Sadie Hofstern 50¢
#478 Your First Months With Your First Baby - Alicerose Barman 50¢

Author

Title and Publication Information

#479 Helping the Child Who Cannot Hear - Samuel Moffat
#480 The Rights of Teenagers as Patients - Theodore Irwin
#481 Public Service Employment: Jobs For All - Robert Lekachman 35¢
#482 Pregnancy and You - Aline B. Auerbach & Helene S. Arnstern
#483A Watch Your Blood Pressure - Theodore Irwin
#484 Homosexuality in Our Society - Elizabeth Ogg
#485 The Dying Person and the Family - Nancy Doyle
#486 What do we Know About Allergies - Michael H.K. Irwin, M.D., M.P.H.
#487 A New Look at Cooperatives - Phillip J. Dodge
#488 Depression: Causes and Treatment - Theodore Irwin
#489 The Bill of Rights Today - Thomas I. Emerson 35¢
#490 What Can We Do About Limited Vision? - Irving R. Dickman
#491 Parents and Teenagers - Margaret Hill
#493 When People Need Help - Maxwell S. Stewart
#494 The Campaign for Cleaner Air - Marvin Zeldin
#495 Housing: a Nationwide Crises - Maxwell Stewart
#496 Can we Conquer Cancer?- Clifton R. Read 35¢
#498 Health Foods: Facts and Fakes - Sidney Margoluis
#499 The New Alcoholics: Teenagers - Jules Saltman
#500 After 65: Resources for Self-Reliance - Theodora Irwin
#501 The Big Foundations - Maxwell S. Stewart 35¢
#502 What We Know About Headaches - Arthur S. Freese
#503 Population and the American Future - Elizabeth Ogg 35¢
#504 Helping the Handicapped Teenager Mature - Evelyn West Ayrault
#505 China Revisited - Maxwell S. Stewart 35¢
#506 You and Your Alcoholic Parent - Edith Lynn Hornik
#507 Voluntary Sterilization - Elizabeth Ogg
#508 To Combat Child Abuse & Neglect - Theodore Irwin
#509 Woman's Changing Place: A Look At Sexism - Nancy Doyle
#510 Proposals for Prison Reform - Normal Morris & James Jacobs
#511 Talking it Over Before Marriage - Millard J. Bienvence, Sr.
#512 Food for the Worlds Hungry - Maxwell S. Stewart
#513 Family Planning - Todays Choices - Dorothy Millstone
#514 Understanding Your Heart - Theodore Irwin
#515 Drugs-Use, Misuse, Abuse - Margaret Hill
#516 The Fight for Racial Justice - Charles V. Hamilton
#517 VD-Epidemic Among Teenagers - Jules Saltman
#518 The Challenge of Inflation & Recession - Maxwell Stewart 35¢
#519 Sex After 65 - Norman M. Lobsenz
#520 Preparing Tomorrow's Parents - Elizabeth Ogg
#521 Living With Your Heart Ailment - Theodore Irwin
#522 Independent Living: New Goal for Disabled Persons- Irving R. Dickman

Author

Title and Publication Information

#523 Motivation and Your Child - Alicerose Barman
#524 Making Products Safer - Irving R. Dickman
#525 Playmates: The Importance of Childhood Friendships - Myron Berton 35¢
#526 Male "Menopause" - Theodore Irwin
#527 Abortion, Public Issue, Private Decision - Elizabeth Ogg, Harriet F. Pilpel, & Ruth Jane Zuckerman
#528 Divorce - Elizabeth Ogg
#529 The Woman Alcoholic - Vera Lindbeck
#530 The Child and the Law - Kathryn W. Burkhard
#531 Sex Education for Disabled Persons - Irving R. Dickman 35¢
#532 Protecting Yourself From Prostrate Problems - Arthur S. Freese 35¢
#533 How Weather & Climate Affect You - Theodore Irwin 35¢
#534 Unemployment: The Problem We Can Solve - Andrew Levison 35¢
#535 The Rights of Patients - Marjorie Taubenhaus 35¢
#536 Gun Control: One Way to Save Lives - Irwin Block35¢
#537 Unmarried Teenagers & Their Children - Elizabeth Ogg
#538 Understanding Stress - Arthur S. Freese
#539 Marijuana Current Perspectives - Jules Saltman
#540 Behavior Modification - Irving R. Dickman
#541 Helping Children Face Crises - Alicerose Barman 35¢
#542 A Death in the Family - Elizabeth Ogg
#543 One Parent Families - Elizabeth Ogg
#544 Drinking on the Job - Jules Saltman
#545 Cataracts and Their Treatment - Arthur S. Freese
#546 New Paths to Learning: College Education for Adults - Ronald Gross
#547 New Ways to Better Marriages - Elizabeth Ogg
#548 Acupuncture: Myth or Medical Treatment - Theodore Berland
#549 Sex Education: The Parents Role - Sol Gordon & Irving R. Dickman
#550 What You Should Know About Drug Abuse - Jules Saltman
#551 Military Budgets & Social Needs: Setting World Priorities - Ruth Leger Sivard
#552 Runaway Teenagers - Frances A. Koestler
#553 The Very New Baby: the First Days of Life - June V. Schwartz,MD & Emma R. Botts, RN
#554 Public Welfare: Facts, Myths & Prospects - Natalie Jaffe
#555 Compulsory Retirement: Pros & Cons - Paula D.Perra
#556 Where Older People Live: Living Arrangements for the Elderly - Irving R. & Miriam Dickman
#558 Health Hazard Appraisal - Lydia Ratcliff
#559 Partners in Coping - Elizabeth Ogg
#560 Protecting Yourself Against Crime - J.L. Barkas
#561 Immunization Protection Against Childhood Diseases - Jules Saltman
#562 Changing Views of Homosexuality - Elizabeth Ogg
#563 Arthritis: Everybody's Disease - Arthur S. Freese
#564 The Promise of Justice: Legal Services for the Poor
#565 Home Health Care - Theodore Irwin

| Author | Title and Publication Information |
|---|---|
| PAMPHLETS | |
| Irvin Block | Developing Questioning Skills. cross reference: Law Related |
| William E. Burns,<br>Patrick A. Waegraff | Exploring Occupations in Public & Social Services. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $4.16<br>Worksheet Booklets - $4.76<br>Teacher's Manual & Key - 2.35<br>Book contains information about many jobs in this occupational area, and provides doing job-related tasks. |
| | You Can Make the Difference Through Teen Foster Care. Illinois Department of Children and Family Services |
| | Programs & Services. Illinois Department of Children and Family Services |
| | If You're Thinking about Reporting Child Abuse. Illinois Department of Children and Family Services |
| | Parent Teacher Relationships. National Education Association Publication |
| | Parent Guide to Juvenile Rights. Department of Children and Family Services |
| | Village Kills Abortion Clinic. Reprint articles, Elk Grove Herald, September 21, 1977 |
| | Big Brothers - Big Sisters Overview |
| | Federal Day Care Study to Examine Elk Grove. Reprint of article from Lerner-Voice Newspapers, Wednesday, April 20, 1977 |
| Rosemary Fruchline | Working at Human Relations. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96<br>Teacher's Manual & Key - $2.25 |
| Ronald G. Hicks | A Survey of Mass Communication. Pelican Publishing Co., Gretna (1977) $7.95<br>Reader is given an excellent survey of the broad field of mass communications, as well as the narrower field of journalism, and at the same time, deals effectively with historical, philosophical, theoretical, and descriptive aspects of both areas of concern. |

| Author | Title and Publication Information |
|---|---|
| Richard G. Kraus<br>Joseph E. Curtis | Creative Administration in Recreation & Parks. C.V. Mosby Company, St. Louis, MO (1973)<br>A basic text for those who seek to enter this field and are enrolled in college programs of professional preparation. It is a useful reference in the professional libraries of recreation and park administrators. It includes background information on the scope of recreation and parks in American life, an analysis of the administrative process, and such specific content areas as: (1) the structure and legal basis of recreation and park departments, (2) personnel management, (3) budget making and fiscal management, (4) facilities planning, design and maintenance, (5) program development, and (6) public relations. |
| Richard Kraus | Recreation and Leisure in Modern Society. Prentice-Hall, Inc., Englewood Cliffs, NJ, (1971)<br>A textbook for college and university courses dealing with the history and theory of recreation and leisure. This book therefore provides an analysis of the total field of recreation and leisure which includes a thorough description of its current scope, organizational practices and problems and a detailed discussion of relevant findings and information drawn from the scholarly fields of history, sociology, psychology, philosophy and economics. In this book recreation is viewed as an important element within the total spectrum of community services. |
|  | Park District Master Plan, Elk Grove Village, Recreation and Parks Field Service, University of Illinois, Champaign, Illinois (August 1968)<br>Plan of action to set up a park district. Specifics of land acquisition, area and facility development, recreation program expansion, administration procedures, and funding programs are discussed. It also suggests a priority schedule, in three stages -- immediate, intermediate, and long range and the need for flexibility as the needs arise. |
|  | General Budget of the Park District<br>Obtain a copy of your local Park District's current budget for use in the program. |

Parks and Recreation. Vol. II, Number 9, September 1976. National Recreation and Park Association, 1601 North Kent, Arlington, Virginia 22209. (Annual subscription $5.00)

Magazine published to promote parks and recreation opportunities. Gives a national perspective of pending legislation, workshops and seminars to be held, funding and current issues in the field.

Park Practice Program - DESIGN
GRIST
TRENDS
NPS/NRPA National Recreation and Park Association,
1601 North Kent Street, Arlington, Virginia 22209

Includes three different publications which can be purchased separately or as a group. Trends in Park Management keeps you up to date and offers guidelines for action. Studies current trends in depth and includes both theoretical and practical information based on experience. Grist is a field operational manual with proven money and labor saving ideas to help solve day to day maintenance problems. Design contains 1000 or more detailed plans for park and recreational structures of all kinds, also provides sketches.

Illinois Parks & Recreation. Illinois Association of Park Districts and the Illinois Park and Recreation Association, Springfield, Illinois. (Annual Subscription $5.00)

Magazine published to promote parks and recreation opportunities in the State of Illinois. It gives a statewide perspective of pending legislation, workshops and seminars to be held, funding and current issues in the field and also national legislation and issues which affect Illinois.

Developing Questioning Skills
cross reference Law Related

Zero Base Planning and Budgeting
cross reference Village Manager

Health, Education & Recreation
cross reference Village Health Department

Park District Folder of materials collected from the Park District.

This folder contains all of the procedures, administration and the operational policies of the Park District. In other words, it is their operational Bible.

| Author | Title and Publication Information |
|---|---|
| Dorothy Sinclair | Administration of the Small Public Library. American Library Association, Chicago, (1965)<br>This book cannot treat every topic in detail, but the bibliographies include references with further detail. It gives the Library objective: professional standards and community needs. It deals with Library Law, Management, Finance, Personnel Administration, Service to Readers, the Book Collection, Supplementing the Collection, Technical Processes and building furniture, equipment, and supplies. |
| | Library Journal - Magazine $24.00<br>Issued twice a month and covers material and articles important to the operation of a library, from all over the United States. |
| | School Library Journal. $17.00<br>Issued monthly September through May and covers materials and articles important for children, young adult and school librarians. |
| | Developing Questioning Skills<br>cross reference: Law Related |
| | Zero Base Planning & Budgeting<br>cross reference: Village Manager |
| | Student should receive the following:<br>(a) Library Procedural Policy Manual from local library<br>(b) Monthly Reports of the various activities of the local library<br>(c) Library Board Meeting Materials |
| Aline C. Wisdom | Introduction to Library Services for Library Media Technical Assistants. McGraw Hill Book Company (1974) (teacher's manual) $9.95<br>The purpose of this book is to present text material and suggestions for laboratory exercises at the entry level of library service for those students who are beginning the library technology program. |

# TOWNSHIP INTERN

| Author | Title and Publication Information |
|---|---|
| Troy A. Kost | Guide and Duties of Township Officials<br>Revised November 1977<br><br>This book is compiled to assist and guide Township officials in their daily tasks in administering the duties of their respective offices. The book is a guide, it does not give legal answers on any particular question; but is a very excellent book on the entire operation of Township Government.<br><br>Township Budgeted Expenditures<br>Obtain from your local Township office the budgets, both past and present for use in classroom observance.<br><br>Summary of Elk Grove Township Activities and Services for Each Year<br>Population Comparisons of Illinois Townships and Counties and Various Other Articles<br>Mental Health Center, Elk Grove Schaumburg Townships<br>Township, black binder<br><br>This loose leaf booklet contains all the information about the Township, its operation, its duties and comparative figures with other Illinois townships and counties. It also contains a compiled list of all its agencies and their functions. |
| L. Lt. Ahlswede | Township Government Today 1st Edition<br>Pub. Township Officials of Illinois $2.00<br><br>Published for two reasons. One is the lack of written and documented information on Township Government. Also, there is an obvious need for more detailed information on the background of Township Government, how it operates, and what its future may be - so that the general public, public officials in all areas of government, teachers and students have a greater knowledge and better appreciation of township government and this the book does. |
| PAMPHLETS | Shelter, Inc.<br>Talkline, Inc.<br>Help for Alcoholism.<br>Your Medicare Handbook<br>Did You Hug Your Child Today?<br>CHILD -<br>Ecology of Parenting<br>Elk Grove Township -<br>Save Water - Save Money.<br><br>Youth Services of Elk Grove Township<br><br>Township information on services offered are available in pamphlet form. These pamphlets cover a broad range of topics from youth and their problems, homes for youth and the elderly, programs for persons in difficulties of all kinds and medicare for the aged. |

0582

| Author | Title and Publication Information |
|---|---|
| Fred M. Newman<br>Thomas A. Bertocci<br>Ruthanne M. Landsness | Skills in Citizen Action<br>cross reference State Senator and State Representative |
| | Lawmaking - Law in Action Series<br>cross reference State Senator and State Representative |
| | Food Additives, Learning Activity Package. Unigraph Products, cross reference Village Health. |

NORTHWEST OPPORTUNITY CENTER MATERIALS

You are Welcome to Share - CEDA pamphlet for Sr. Citizens.
Services Provided at the Northwest Opportunity Center 9/77.
Northwest Opportunity Center, Inc.,Annual Meeting, April 23, 1977.
Income Guidelines September, 1977
Receipts for the Northwest Opportunity Center, 1976-77
Northwest Opportunity Center, Emergency Assistance Report April, 1976 to March 1977
Semi-Annual Supplementary Report 1977
Affadavit - Cost supporting sheets.
Services provided by NOC for Maine Township
Files created for intake-new cases-by Townships
Summary of Township Services Rendered.

Northwest Opportunity Center materials are available from the Township offices on a variety of subjects such as:
(1) Services provided and where to go for assistance
(2) Emergency assistance program.

MAILINGS

Newsletters
Agenda for Monthly Meetings
Minutes of Monthly Meetings

The students or the teacher can obtain newsletters published by the Township and the agenda and minutes of meetings by requesting same from the office.

Developing Questioning Skills
cross reference Law Related

Zero Base Planning & Budgeting
cross reference Village Manager

| Author | Title and Publication Information |
|---|---|
| Samuel K. Gove,<br>Richard W. Carlson,<br>Richard J. Carlson | The Illinois Legislature, Structure and Process. University of Illinois Press, Chicago (1976) $5.95<br>Describes the Illinois General Assembly, its structure, its processes - to give the interested citizen, the student and the public official, a better understanding of this very complex and important legislative body. |
|  | Improving the State Legislature. University of Illinois Paess, Chicago (1967) $2.95<br>Expresses the Commission's belief that it is a matter of overriding public importance that the legislative branch of government at the State level be revitalized. They have systematically undertaken an inquiry into the many facets of the problem and have arrived at specific suggestions for improvement. |
| John A. Worthley<br>Editor | Comparative Legislative Information Systems: The Use of Computer Technology in the Public Policy Process. Washington National Science Foundation (1976)<br>Results from the efforts of many to advance knowledge of a significant modern development in the public policy process. It directly concerns itself with the use of modern technology to assist in the improvement of public policy making institutions. |
|  | Counties of Illinois, Their Origin and Evolution. I-Pub. 15.4. Issued by Alan J. Dixon, Secretary of State.<br>Describes the origin and evolution of the Counties of Illinois. It has 23 maps showing the original and the present boundary lines of each county of the State. |
|  | Legislative Synopsis and Digest of the 1977 Session of the Eightieth General Assembly, State of Illinois. Vol. II. Legislative Reference Burear, (July 15, 1977)<br>Legislative Synopsis and Digest of the action on all bills and resolutions received through the first of 1977 to July 15th, 1977 by the eightieth General Assembly of the State of Illinois. |
| Senate Minority Staff | Veto Analysis, 79th General Assembly Senate and House Bills. State of Illinois, (October, 1976)<br>Senate Minority Staff analysis of all vetoed Senate and House Bills from the 1976 Spring session. The bills are in numerical order, with the Senate Bills preceding the House Bills. The index indicates the number of vetoed bills, type of vetoes and the staff person responsible for the analysis. |

0584

| Author | Title and Publication Information |
|---|---|
| | Illinois Issues. Sangamon State University, P. O. Box 251, Mt. Morris, IL 61054 (Annual Subscription $18.00)<br>Monthly magazine that focuses on state government with articles on the national and local level as well. |
| George A. Nichols, Editor | State of Illinois Bill Drafting Manual. Legislative Reference Bureau, Illinois (April 1972)<br>The purpose of this publication is to provide a manual that will be useful both as a reference tool and a form book to persons drafting legislation for introduction in the Illinois General Assembly; to draw the readers' attention to those matters and techniques which the legislative draftsman needs to know as part of his craft. |
| Michael Barone,<br>Grant Ujifusa,<br>Douglas Mathews | The Almanac of American Politics. E. P. Dutton & Co., New York (1975) $15.95<br>Tells about the Senators, Representatives, and Governors, their records, states, and districts. A documentation of the political histories and public records of our legislators from the famous to the obscure. (1976 and 1978 Editions) |
| John F. Khanlian,<br>Katherine L. Wallin | State Government: The Decision-Making Process. Educational Improvement Center, Pitman, New Jersey (April 1975)<br>This guide focuses on the actual political process by which governmental decisions are made. The procedures followed by legislative bodies - from the initiation of proposed laws to their final enactment and implementation - are outlined and special concern for those particular "leverage points" are covered. |
| Dorothy J. Donovan | Voter Education. Educational Improvement Center, Pitman, NJ (1975)<br>This unit includes the process of issue analysis, canvassing, and registration with insights into media publicity/propaganda techniques and election strategies. Voting reform, rights and procedures, party structure, and the electoral college are examined intensively. |
| | The Drug Crisis. Report on Drug Abuse in Illinois. Illinois Legislative Investigation Commission (Oct.1971)<br>This report was submitted for the purpose of providing a broad view of the drug problem in Illinois. It contains the finds, conclusions, and recommendations regarding the drug abuse crisis in Illinois. |

Author Title and Publication Information

Lake County Nursing Homes. Illinois Legislative Investigating Commission, Chicago, Illinoig (February 1977)

The report on public and private nursing homes in Lake County, Illinois, on their operations, maintenance and patient care. It includes testimony of witnesses and the conclusions and recommendations of the committee.

Klu Klux Klan. Illinois Legislative Investigation Commission, Chicago, Illinois (October 1976)

A historical overview of the Klu Klux Klan and the activities of the Klan in the State of Illinois.

Mexican Heroin. Illinois Legislative Investigation Commission, Chicago, Illinois (June 1976)

A report on the findings, conclusions and recommendations of Mexican Heroin traffic in the State of Illinois and related criminal activity.

Auto Repair Abuses. Illinois Legislative Investigation Commission, Chicago, Illinois (June 1975)

The findings, conclusions and the recommendations by the Commission on Auto Repair Abuses. Taken from the motorist himself, and also from mechanics and the automobile industry too.

Annual Report of 1975. A report to the Illinois General Assembly, Illinois Legislative Investigation Commission, Chicago, Illinois (February 1976)

Gives the history, power and the membership of the legislative investigating committee. It also contains a brief summary of the different areas investigated.

Redlining - Discrimination in Residential Mortgage Loans. Illinois Legislative Investigating Commission, Chicago, Illinois (May 1975)

The findings, conclusions and recommendations of redlining discrimination in the Chicago area.

Interstate 55 Barricades. Illinois Legislative Investigating Commission, Chicago, Illinois (June 1977)

A committee report on the findings, conclusions and recommendations on the Interstate 55 barricades. It contains the costs, the time allotted, alternatives to the problems involved.

Author

Title and Publication Information

Seven Patient Deaths at Illinois Extended Care Center.
Illinois Legislative Investigating Commission.
(June 1975)

This is a report of the Committee on the investigation of seven patient deaths and related matters, their findings, conclusions and recommendations. It also includes their determination regarding deficiencies and shortcomings which contributed to these deaths.

Annual Report of 1976. A Report to the Illinois General Assembly, Illinois Legislative Investigating Commission, Chicago, Illinois (February 1977)

Gives an overview of the Illinois Legislative Investigating Commission and the completed investigations, those pending and other related data.

Mortgage Lenders Kickbacks to Real Estate Brokers.
Illinois Legislative Investigating Commission,
Chicago, Illinois (October 1976)

The details on the investigation of alleged kickback schemes between certain mortgage lenders and certain real estate firms and the commissions' findings, conclusions and recommendations.

Kane County Jail. Illinois Legislative Investigating Commission, Chicago, Illinois (March 1975)

The details on the Grand Jury of Kane County findings and the investigation of conditions at the jail and of the personnel charged with operating the facility. It gives the Committees' findings, conclusions and recommendations on their investigation.

Borderline Tavern. Illinois Legislative Investigating Commission, Chicago, Illinois (January 1977)

An investigation by the committee on allegations the Illinois Bureau of Investigation ownership of a tavern in Calumet City, the falsification of a liquor license application, attempt to solicit books and the extent and cooperation and involvement of Federal, State and County law enforcement agencies, including the source of all funds used. The Committees' findings, conclusions and recommendations are then made public.

Dan Ryan Expressway Rehabilitation Project. Illinois Legislative Investigating Commission, Chicago, Illinois (January 1976)

An investigation of the records of the Illinois Dept. of Transportation to determine whether any evidence exists to suggest that the Department had any knowledge of substandard materials and work being used and performed in the resurfacing project, and examine all evidence of criminal conduct. It gives the findings, conclusions and the recommendations of the Committee.

Currency Exchanges. Illinois Legislative Investigating Commission (March 1977)

A Committee investigation into the currency exchange operations in the State of Illinois, on alleged changes on costs in certain areas, exploitation of the customers, unjust profits and that they are virtually unregulated due to "cozy conduct" with those charged with licensing. The Committee gives its findings, conclusions and recommendations in this report.

Race Track Messenger Services. Illinois Legislative Investigating Commission, Chicago, Illinois (March 1977)

The Committee investigation on Illinois messenger services which relay bets to race tracks. The legality of such operations and the effect of reduced revenue to the State and municipalities near race tracks. The Committee gives its findings, conclusions and recommendations in this report.

Medical Licensing in Illinois. Illinois Legislative Investigating Commission, Chicago, Illinois (January 1976)

The Committees' investigation of alleged cheating on medical licensing exams and the reciprocity with other States where licensing standards are more lax than Illinois. The Committee report gives its finding, conclusions, and recommendations in this report.

Illinois Blue Book 1975-1976. Secretary of State

Contains a history of the State of Illinois. The book contains a bibliography of all State and Federal officials from Illinois, also the County and City of Chicago officials. It lists agencies, news services, media, legislative units, boards and commissions, and tells about each.

Lawmaking. Law in Action Series. West Publishing Co., St. Paul, Minn. (1975) To help students understand the need and importance of law in their lives.

Casebook of State Govrnment Problems. J. Weston Walch, Box 658 Main Post Office, Portland, Maine $12.00

The purpose of this book is not only to teach you about the operations of State government, but also to show you how state governments are involved in daily life, further, you can learn how the machinery of state government works.

| Author | Title and Publication Information |
|---|---|
| | Things from State Government. J. Weston Walch, Box 658, Main Post Office, Portland, Maine $14.00<br>Packet contains 38 different things from state government. They vary from the election ballot to a snowmobile license and come from various states. The packet will try to help you sort out the red tape when you teach state government. |
| | Activities for Studying State Government. J. Weston Walch, Box 658, Main Post Office, Portland, Maine $16.75<br>48 Spirit Master activities for studying your state government. |
| | Position Paper - The Republican Party in aDynamic Changing America<br>A position paper on what the Republican Party is and what its beliefs are. |
| | The Social Studies Student Investigates the Legislative Process. By Ben Lewak, Richards Rosen Press, Inc., New York, N.Y. 10010<br>Is intended to provide an in-depth resource of materials for students concerning social studies' topics of pasticular interest to them. The student will be able to follow their current concerns as they gain insight into such areas of human experience as historical change, government functioning, economic crissis, etc. |
| | State Information Book. Editors Susan Lukowski and Cary T. Gearson, Jr., Potomac Books, Inc., Washington, D.C.<br>Gives geographical information about each of the states, their official agencies and addresses of each. |
| Fred M. Norman<br>Thomas A. Certocis<br>Ruthanne M. Landsness | Skills in Citizen Action. University of Wisconsin Curiculum Project, 225 N. Mills Street, Madison, WI 53706 (1977) $3.75<br>Task of the book is to offer comprehensive curiculum, organized into a one year program which can fit into conventional secondary school structures. It covers a political-legal process course, communication course, community service internship, citizen action project, action in literature course and public message. |

## MEMBER, U.S. HOUSE OF REPRESENTATIVES

| Author | Title and Publication Information |
|---|---|
| PAMPHLETS | |
| | Congressman Phil Crane reports to the 12th District. Newsletter, November, 1977<br>A report by the Congressman of the Congressional District to the residents of the District. Available from the local District Office or Washington, D.C. office. |
| Fred N. Newman<br>Thomas A. Bertocci<br>Ruthanne M. Landsness | Skills in Citizen Action. Cross reference State Senator and State Representative |
| | Lawmaking. Law in Action Series. Cross reference State Senator. |
| | Casebook of American Foreign Policy Problems. J. Weston Walch, Box 658, Main Post Office, Portland, Maine $3.25<br>A casebook designed to explain the operations of the federal government in the field of foreign policy, how a multiplicity of factors affects each decision and how many aspects of foreign policy overlap each other. |
| | Things from the Federal Government. J. Weston Walch, Box 658, Main Post Office, Portland, Maine $14.00<br>A set of sample materials of different things from the Federal government including a job application to a United States census questionnaire. |
| | 50 Spirit Masters for Studying the Federal Government. J. Weston Walch, Box 658, Main Post Office, Portland, Maine $16.75<br>A set of 50 different duplicator masters for studying the Federal Government. |
| | Congressional Insight. Weekly newsletter subscription, Congressional Quarterly Inc., 1414 22nd St., N.W., Washington, D.C. $48.00 annual.<br>Weekly newsletter including a supplement of congressional insight that analyzes the pressures, people and politics of political decisions. |
| | The Washington Lobby. 2nd Edition. Congressional Quarterly, 1414 22nd St., N.W., Washington, D.C. (September 1974)<br>A paperback that surveys the evolution of lobbying in the United States and traces the 20th century concentration of lobbying in the nations capital. |

| Author | Title and Publication Information |
|---|---|
|  | Inside Congress. Congressional Quarterly, Inc., 1414 22nd St., N.W., Washington D.C. (January 1976)<br>Describes many of the changes in rules during the years of 1970 to 1975 and their effects. It presents a look behind the scenes at how Congress operates; trends, committees, finances, oversight, leadership, budget control. |
|  | Congressional Roll Call 1976. Congressional Quarterly, Inc., 1414 22nd Street, Washington, D.C. (February 1977)<br>Provides a member by member survey and analysis of votes in the House and Senate during the second session of the 94th Congress. |
|  | Current American Government. Spring 1977. Congressional Quarterly, Inc., 1414 22nd St., N.W., Washington D.C. (1976)<br>A guide that provides stud[illegible]s with current illustrations of the continuing [illegible]terplay of forces which constitute our political system and is also a basis for discussion and research in governmental operations. |
| Michael Barone, Grant Ujifusa, and Douglas Matthews | The Almanac of American Politics. E. P. Dutton & Co. New York (1975) $15.95<br>A sophisticated, accessible guide to the workings of government. It is a documentation of the political histories and public records of the legislators and makes possible the evaluation and public accountability of those who govern. |
|  | Energy Crisis in America. Congressional Quarterly, 1414 22nd St., N.W., Washington, D.C. (1973)<br>A compilation of energy actions and trends from early interest to the area of intense public interest. |
|  | Our American Government - What Is It? - How Does It Function? U.S. Government Printing Office, Washington, D.C. (1975)<br>A pamphlet published by the 93rd Congress, second session that takes a reader on a personal tour, in question and answer form of the Government and Nation's Capital. |

| Author | Title and Publication Information |
|---|---|
| Joseph Fischer | How Our Laws Are Made. U.S. Government Printing Office, Washington, D. C. (1972)<br>The publication presents a brief but adequately process of how Congress goes about making laws. It illustrates in a simple but authoritative way the technical aspects of the procedure. |
| Dan Nimmo | The Political Persuaders. Prentice-Hall, Inc., Englewood Cliffs, New Jersey (1970) $3.95<br>An exploration of modern campaign technology that uses numerous case studies, published and unpublished of specific presidential, statewide and local campaigns. |
| D. George Kousoulas | On Government and Politics. Third Edition. Duxbury Press, Wadsworth Publishing Co., Belmont, CA (1975)<br>Written primarily for those interested in the essentials of government and politics. It is an integrative approach to the study of government and politics. |
| | Powers of Congress. Congressional Quarterly,Inc., 1414 22nd Street, N.W., Washington, D.C. (1976)<br>Provides a detailed examination of the Constitutional origins, the evolutions and current status of major congressional powers. |
| | Congressional Quarterly Almanac, 94th Congress, 2nd Session. 1976 Volume XXXII. Congressional Quarterly, Inc.,1414 22nd St., N.W., Washington, D.C. (1976)<br>The 32rd annual almanac that discribes the activities, laws and voting of the 94th Congress, 2nd Session. |
| | Congress and the Nation Volume IV, 1973-1976. A review of Government and Politics. Congressional Quarterly, Inc., 1414 22nd St., N.W., Washington D.C. (1977)<br>A review of government and politics of Congressional action for the years 1973-1976. Researchers can find the pertinent facts on issues and legislations. |
| | Guide to Congress. Second Edition. Congressional Quarterly, Inc., 1414 22nd St., N.W., Washington, D.C. (1976)<br>A guide to Congressional activities that illustrates an excellent source for research plus being footnoted and specialized sources of information. |

| Author | Title and Publication Information |
|---|---|
| David B. Truman, Editor | The Congress and America's Future. Second Edition, Prentice-Hall, Inc., Englewood Cliffs, NJ (1973) $2.95<br>A collection of papers relating to the continued vitality and effectiveness of the Congress of the United States. It deals candidly and critically with the troubles of the national legislature, and points to needed improvements in its capacity to handle the complex problems of a modern industrial state. |
| Marjorie Holt | The Case Against the Reckless Congress. Green Hill Publishers, Ottawa, IL, (1976) $1.95<br>The chapters in this book cover a wide range of policy issues, each being written by a member of Congress. An insight into many issues as seen by individual persons. |
| Harvey S. Mansfield, Editor | Congress Against the President. Capital City Press, Montepelier, VT (1975)<br>Thirteen studies brought together, of the relations between Congress and the President as they appeared at the opening session of the 94th Congress in 1975. |
| Robert O'Connor,<br>Thomas G. Ingersoll | The Politics of Structure. Duxbury Press, Belmont, CA (1975)<br>A paperback text intended to provide a straight forward description of the operation of the four essential institutions of the American national government: the Presidency, Congress, the Courts, and the Bureaucracy. |
| J. Garret,<br>L. underwood | Our American Constitution. Steck-Vaughn Co., Austin, TX (1966)<br>A workbook for students in studying the United States Constitution. |
| D. Treen | Can you Afford This House? Green Hill Books, Edison, NJ (1978)<br>Published by a member of Congress to describe how the House of Representatives operates, and the substance of the House's product. |

| Author | Title and Publication Information |
|---|---|
| William Atrim | Advertising. Text 1970. Gregg/McGraw Hill, Manchester Rd., Manchester, MO 63011 $4.28, Teachers Manual and Key $2.50<br>Designed to develop the skills, attitudes and knowledge necessary for entry level jobs in advertising and in other marketing operations. It features a job oriented approach, based on behavioral goals. |
| Kenneth L. Rowe<br>& Hallie C. Jimerson | Communications in Marketing. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96, Teachers Manual and Key $3.00<br>Prepares students for jobs by using a behavioral approach. The student is told what is expected, the learning activities and the chapter project and in some instances, how his performances will be measured. |
| P. J. Weagraff<br>James Lynn | Communications at Work. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.96, Teachers Manual and Key $2.25<br>The text workbook approach in this program is intended to help students develop specific care competencies essential for career maturity and for choosing, securring and adjusting to work. |
| Gary R. Smith<br>Barbara S. Vorndran<br>Charles S. Winn | Exploring Marketing Occupations. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $4.16, Worksheet Booklets $4.56, Teachers Manual and Key $2.35<br>Contains detailed information about dozens of jobs in this occupational area, but it also contains much more. The student will be able to explore these careers not merely by reading about them, but by doing job related tasks as well. |
| Hillis K. Idleman<br>& Max O. McKitrick | Understanding the Marketplace. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.16, Teachers Manual and Key $3.75<br>Provides an orientation to the vast market system in which consumers must fulfill their needs for goods and services. Emphasis is placed on helping consumers to clarify their values and to develop skills needed for making wise decisions. The students are introduced to the different forces that influence buying practices, especially advertising. |

| Author | Title and Publication Information |
|---|---|
| Ronald G. Hicks | Survey of Mass Communication. Pelican Publishing Co., Gretna (1977) $7.95<br>Gives a survey of the broad field of mass communications, as well as the narrower field of Journalism, and at the sametime deals effectively with historical, philosophical, theoretical, and descriptive aspects of both areas of concern. |
| | Campaign Insight. (subscription), 516 Petroleum Bldg, Wichita, Kansas 67202 $48.00 annual, Back issues of Campaign Insight $75.00<br>A twice monthly political technique newsletter, including practical tips on fund raising and the latest developments in Political Action Committees. |
| | The Newspaper Comes to the Classroom. J. Weston Walch, Box 658 Main Post Office, Portland, Maine $14.50<br>The use of the newspaper in the classroom, a fresh approach to whatever you are teaching. It tells how to use it and why to use it to keep current with the activities in the world. |
| James R. Schnirel<br>Ron H. Jenkins | Exploring Occupations in Communication and Graphic Arts. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $4.16, Worksheet Booklets $4.56, Teachers Manual and Key $2.35<br>Contains detailed information about dozens of jobs in this occupational area. Presents the student with 27 hands on exploration activities designed to help the student understand the kind of work done in a particular occupation. |
| Patrick Monahgan | Public Relations Careers: In Business and Community. Fiarchild publications, Inc. New York (1972) $7.95<br>This is a 'How to do it Book' for those who wish to learn and master thise practices. It tackles the problem from three aspects; management, personnel and marketing. |

Author — Title and Publication Information

PAMPHLETS

What Speciality Advertising Is All About. Speciality Advertising Assoc., Rolling Meadows, Illinois

Relates what speciality advertising is and quidelines for successful promotion.

24 Karat Speciality Advertising. Speciality Advertising Information Bureau, Rolling Meadows, Illinois

Speciality Advertising is an advertising sales promotion medium which utilizes useful articles to carry the advertiser's name, address and message to his target audience.

Speciality Advertising. Speciality Advertising Assoc. International, Rolling Meadows, Illinois

Speciality advertising is an area of advertising deserving a better understanding. A supplement testbook reading.

Careers in Speciality Advertising. Speciality Advertising Assoc., Rolling Meadows, Illinois

A history of speciality advertising, the selling of ideas that make it different from other forms of advertising.

The Case for Speciality Advertising.

The reasons for choosing speciality advertising and basic marketing objectives.

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MAGAZINES

Advertising Age. Magazine subscription.
740 N. Rush St. Chicago, IL 60611
A tabloid newspaper which is the Bible of the advertising industry, showing layouts and also the latest in advertising campaigns. Cost: $.75 a copy or $25.00/year, comes out weekly.

Premium/Incentive Business. Newsmagazine subscription.
Gralla Publications, 1515 Broadway, NY,NY 10036 $26 yr.
The national newspaper for marketing promotion, tells what products are being marketed, where and how.

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| Author | Title and Publication Information |
|---|---|
| David Lendt,<br>Editor | The Publicity Process. Second Edition. The Iowa State University Press, Ames, Iowa. (1975) |
| | Helpful primer for anyone who would like to know more about how the nation's mass media operates, how news decisions are made, how information is distributed, how print and electronic media differ and how they are alike, and how ordinary citizens can gain access to media services. |
| Philip Lesly | The Public Relations Handbook. Prentice Hall, Inc., Englewood Cliffs, N.J. (1971) |
| | In this new handbook, the public affairs functions are included in Section II, "What Public Relations Include". It identifies the subjects of Chapters 3 through 8 and 12 and 18, as the likely perimeters of public affairs. The organization shows how closely intertwined these are with the total scope of public relations and defines the parts in terms of where they fit as a whole. |
| Fred M. Newman<br>Thomas A. Bertocci<br>Ruthanne M. Landsness | Skills in Citizen Action. Cross Reference State Senator and State Representative. |
| | Lawmaking. Law in Action Series, West Publishing Co. St. Paul, Minnesota (1975) $3.55 |
| | The objective of this book is to help students understand the need and importance of law in their lives. It covers introduction to law, Constitutional Laws, politics and the law, and Amendments to the United States Constitution. |
| William L. Johnston | Advertising. Learning Activity Package. Unigraph, Graphics, 1428 Harvard Avenue, Seattle, Washington 98122 |
| | To develop a basis for intelligent action relative to advertising. To guide students into and through many real activities. |

## LAW RELATED: COUNTY CLERK OF THE COURT, ATTORNEY GENERAL CONSUMER PROTECTION DIVISION, STATES ATTORNEY, VILLAGE POLICE DEPARTMENT, LAWYER, AND CHICAGO CRIME COMMISSION

| Author | Title and Publication Information |
|---|---|
| Louis P. Carney | Probation & Parole. Gregg/McGraw Hill, Manchester Rd., Manchester, MO Text (1977) $10.95, Instructor's Manual $2.50<br>Basically designed to present the real and practical dynamics of probation and parole to the student of criminal justice system, without ignoring the subtleties of philosophy and theory. |
| Louis P. Carney | Introduction to Correctional Science. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $11.50<br>The intention of this text is to provide an introductory orientation for the beginning student of the emerging science of corrections. The major components will be separately and selectively dealt with primarily for convenience. This book takes the position that "science" implies both method and attitude. |
| Charles Edelstein,<br>Robert Wicks | Introduction to Criminal Justice. Gregg/McGraw Hill Manchester Rd., Manchester, MO $11.95, Instructor's Manual and Key $2.50<br>Beginning level text that gives students an overview of the American system of criminal justice. It gives separate parts of each of the sub-systems, law enforcement, the courts, and the correctional system. |
| Allen Z. Gammage,<br>Charles Hemphill | Basic Criminal Law. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $10.95, Study Guides $4.95, Instructor's Manual $2.95<br>A handbook on the substantive criminal law written especially for the present or prospective police officer. It is a police science textbook, it is a summary police science text book, and last, it is a basic reference book. |
| Thomas J. Gardner,<br>Victor Manian | Principles & Cases of the Law of Arrest, Search & Seizure. Gregg/McGraw Hill, Manchester Rd., Manchester MO $11.95, Instructor's Manual $1.50<br>This text is an effort to acquaint the average officer, whose day-to-day activities result in arrest, search and seizure, with the philosophy and principles of law which determine his authority, provide him with guidelines, and delineate the limits of these activities. |
| John J. Horgan | Criminal Investigation. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $12.95<br>Primarily a text for a course on criminal investigation and the needs of a specialized police science area. Students will find this instructional material educational, useful, and a valuable reference. |

| Author | Title and Publication Information |
|---|---|
| Nathan F. Iannone | Principles of Police Patrol. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $10.95, Teachers Manual $1.95<br>Organized to include the problems most frequently encountered by patrol officers, some general principles for the solution of these problems, and finally some specific practices and techniques that have proved effective in perplexing and hazardous patrol incidents. An overview of the background functions and objectives of the patrol officer is provided. |
| Harjit S. Snadu | Juvenile Delinquency. Gregg/McGraw Hill, Manchester Rd., Manchester, Mo $11.95, Instructors Key and Manual $2.50<br>This book is important for the student in regards to background on juvenile deliquency and by including both theoretical and practical outlooks should appeal to both the scholar and the field worker. An added dimension of the text is the frequent reference to delinquency in other societies and the different reactions of those societies. |
| Gilbert B. Stuckey | Evidence for the Law Enforcement Officer, 2nd Edition. McGraw Hill, Mamchester Road, Manchester Mo $10.95, Instructors Guide $1.50<br>Gives the law enforcement officer and the police science student an understanding of the field of evidence from a practical standpoint. It is designed to give a workable and understandable discourse on the entire field of evidence with particular emphasis on those areas which are of interest and importance to the police officer in his daily work. |
| John L. Sullivan | Introduction to Police Science. Gregg/McGraw Hill, Manchester Road, Manchester, MO $11.05<br>Focuses on three major concerns of potential law enforcement officers: (1) a career in law enforcement, what it demands, what students need to bring into it, and how students may begin such a career; (2) crime: criminal law and how law enforcement actually works; and (3) police organization: how it developed, how it functions, and how it deals with problems of public relations and police ethics. It also introduces students to technological developments and future trends in law enforcement. |

| Author | Title and Publication Information |
|---|---|
| Robert J. Wicks | Applied Psychology for Law Enforcement & Correction Officers. Gregg/McGraw Hill, Manchester Road, Manchester, MO $8.95<br>The main objectives of this text are to: (1) introduce the reader to general psychology, abnormal psychology, and the psychology of interviewing and interrogation so that he may understand some basic principles in these areas and be motivated to take courses in them sometime in the future. (2) Assist the reader to understand more fully his own actions and those of others, and (3) inform the reader of the past psychology plays in the field of law enforcement and corrections. |
| O. W. Wilson<br>Roy C. McLaren | Police Administration. 4th Edition. Gregg/McGraw Hill, Manchester Road, Manchester, MO $13.95<br>Written primarily for the police administrator and executive, but also useful to the critical student of police management, regardless of rank or station. For the administrator the book is offered as a guide to superior practice. |
| Gene Wright<br>& John A. Marlo | The Police Officer and Criminal Justice. Gregg/McGraw Hill, Manchester Road, Manchester, MO $9.95<br>American law enforcement is literally a part of the American court system. No other profession outside the structure of the system itself is so desparately dependent upon it for day to day guidance and support. The modern professional police officer must recognize the court as an essential vehicle in the administration of justice and to be able to identify his role in this system. |
| R. Bryce Young | Criminal Law: Codes & Cases. Text. Gregg/McGraw Hill, Manchester Road, Manchester, MO $10,95, Student Workbook $4.95, Instructors Manual $1.50<br>This text attempts to strike a middle ground between the police academy and the law school approaches to the criminal law. The text does not pretend to be a law treatise; it is however, an effective tool for developing understanding of the criminal law. The format encourages flexibility in its use. |
| Jerome H. Skolnick | Justice Without Trial. Second Edition. John Wiley & Sons, New York (1966) $5.25<br>A Sociologists attempt, through the use of a variety of observational techniques, to understand how governance by rule of law may be enhanced or impeded. By examining the day to day behavior of police and other legal actors, the author has tried to learn how those who are charged with enforcing criminal law in a constitutional democracy come to interpret rules of constraint-thereby giving these life and meaning and to analyze the practical dilemmas they face. |

| Author | Title and Publication Information |
|---|---|
| Jerold H. Israel<br>Wayne LaFave | Criminal Procedure Constitutional Limitations. West Publishing Co., St. Paul, Minnesota (March 1977) $5.00<br>This brief text is intended primarily for use by law students during their study of the ever expanding field of criminal procedure. It has attempted to set forth as succinctly and clearly as possible an analysis of difficult problems of major current significance. The text is not on criminal procedure, but rather about Constitutional criminal procedure. |
|  | Illinois Criminal Law and Procedure for 1977. Illinois Revised Statutes 1975 and 1976 Supplement. West Publishing Co., St. Paul, Minnesota (1976) $5.00<br>Brought up to date through all the laws enacted at the 1976 Regular and Special Sessions of the 79th General Assembly of the State of Illinois. |
| Abraham S. Blumberg<br>Arthur Niederhoffer | The Ambivalent Force. Second Edition. The Dryden Press, Hinsdale, Illinois (1976)<br>Attempts to bring together in one volume to sort of materials that police seldom see because so much of their training tends to be either technical or legislative in nature. The book brings together the variegated approaches of the academic behavioral scientist, the journalist, the psychiatrist, the lawyer, the policeman, the historian and the administrator in their assessments of some major features of the police occupation and role. |
| Edward Fisher | Laws of Arrest. The Traffic Institute, Northwestern University, 1804 Hinsman Ave., Evanston, Illinois (1967) $16.00<br>Part of the Traffic Institutes continual program of publishing materials on laws of arrest. In this age of change in the law, every peace officer must be well informed as to the laws of arrest. Success or failure in the courtroom often depends on the legality of arrest, this is especially true in cases involving admissibility of evidence obtained by search incident to arrest and must be done within legal boundaries. |
| Duane R. Nedrud | The Illinois Law. L. E. Publishers, Inc. 612 N. Michigan, Chicago, Illinois (1977) Illinois Law of Criminal Investigation (black binder)<br>A unique manual, prepared in the first instance for the Illinois Law enforcement officer. This manual is dedicated to the end of assisting the law enforcement officer to protect the citizens of Illinois without violating the rights of any of them. Loose leaf and all new supplements will incorporate any new and improved methods of assisting the police officer to follow the law, which in turn will aid the judiciary and the legal profession as they deal with the police officer in the trial court and on appeal. |

| Author | Title and Publication Information |
|---|---|
| James Stinchcomb | Opportunities In Law Enforcement and Related Careers. Vocational Guidance Manuals, Inc., Louisville, Kentucky (1976) $4.25<br>An authoritative source of career information with important insight into the future of the criminal justice field. This book offers a compendium of essential career information to students and counselors not available from any other single source. |
| David S. Arnold, Editor | Municipal Police Administration. International City Management Assoc., 1140 Connecticut Ave. N.W., Washington, D.C. (1975)<br>The purpose of this book is to provide police chiefs and other command officers with a better understanding of contemporary police principles and practices and to set forth accepted administrative methods for getting work done. |
|  | Mock Trial. Red binder covered pamphlet.<br>A folder that represents material acquired from the following: lawyers, consumer fraud office, Chicago Crime Commission, States Attorney and Clerk of the Court. |
|  | Position Paper No. 13. James B. Thompson, Candidate for Governor.<br>A paper written by the then Candidate for Governor of the State of Illinois, James B. Thompson, on a comprehensive Criminal Justice Plan. |
|  | Cook County: The Criminal Court System. League of Women Voters of Cook County, 67 E. Madison St., Chicago, Illinois (1975) $2.00<br>A pamphlet written with two objectives in mind: (1) to explore the inner workings of the criminal court system in Cook County; the inter-relationsjips of the State's Attorney's Office, the Public Defender's Office, the Adult Probation Department, and the judiciary, and (2) to provide citizens with ideas for making informed decisions regarding effective changes in the criminal justice system. |
| Mary Ellen Albrecht | The Making of a Woman Cop. William Morrow & Co., Inc. New York (1976) $8.95<br>A fast paced account of Mary Ellen Albrecht's experience as a Member of the Washington, .D.C. police force in 1968. It is one woman's very personal statement about her struggle to succeed in a traditionally all-male field. |

| Author | Title and Publication Information |
|---|---|
| Gerald Bober | Protection and the Law. Gregg/McGraw Hill, Manchester Rd., Manchester, MO $3.16, Teachers Manual and key $3.75<br>The module provides an introduction to our legal system as it relates to consumer activities. Since the protection a consumer enjoys is not necessarily limited to specific pieces of legislation and the common law, other forms of protection, such as that offered by Better Business Bureaus and otherassociations and private agencies are also presented. |
| | Correction Officers Training Guide. The American Correctional Assoc., 4321 Hartwick Rd., College Park, Maryland $6.00<br>A training manual for those interested in working as a correctional officer. Unlike many other career fields, pre-employment training for this aspect of corrections work is almost non-existent. This Guide contains a considerable amount of new and pertinent material which should be of considerable value in the training of new correction workers and the in-service and re-training of other correctional and custodial personnel. |
| | Illinois Law Enforcement Officers Law Bulletin. P. O. Box 9046, Chicago, Illinois 60690. Yearly subscription $10.50, published monthly.<br>This bulletin is the official legal publication of the Illinois Association of Police Chiefs. |
| | Chicago Bar Record. Chicago Bar Association, 29 S. LaSalle St., Chicago, Illinois 60603 $4.50 per year. Published bimonthly.<br>Official publication about the activities of the Chicago Bar Association. |
| | Up-Date - American Bar Association. The American Bar Assoc., 1155 East 60th St., Chicago, Illinois 60637 Three issues yearly for $5.00<br>Concise, practical, up to date information and ideas for teaching about law and legal issues. |
| | Trial - The National Legal Magazine. Assoc. of Trial Lawyers of America, 1050 21st St., N.W., Washington, D.C. $10.00 per year. Published monthly.<br>Published in the interest of the members of the Association of Trial Lawyers of America and the legal profession to improve communication between the legal community and between lawyers and the public. |

Author Title and Publication Information

Illinois Bar Journal. Illinois State Bar Association, Illinois Bar Center, Springfield, Illinois 62701 $1.25 per copy, libraries $6.00 per year. Published monthly.

Bill of Rights in Action. 6310 San Vicente Blvd., Los Angeles, CA 90048. Published 4 times a year $4.00, class of sets of 35 at $10.00 each issue.

A publication of the Constitutional Rights Foundation to explore the rights and responsibilities of citizens under the Bill of Rights.

The Police Chief - Official Voice of Law Enforcement Officers. International Association of Police Chiefs, 11 Firstfield Rd., Faithersburg, Maryland 20760 $12 yr.

The official and professional voice of law enforcement.

Court Forms. A loose leaf binder of the 3rd Municipal District Circuit Court of Cook County forms. It contains all of the traffic criminal and civil forms processed by the Clerk of the Clerk and an explanation of each form.

Report of the Circuit Court of Cook County. 1973-1974 A yearly summation of the Courts and Court systems in Cook County, Illinois.

How to File a Lswsuit in the Special Pro Se Branch of the Small Claims Court.

The purpose of this booklet is to explain in relatively simple terms how to file a lawsuit in the Special Pro Se Court.

The Chicago Crime Commission.

A pamphlet that tells what it is and what it does.

Searchlight. Chicago Crime Commission, 79 W. Monroe St., Chicago, Illinois 60603 Published monthly.

Crime.

A brochure published as a public service giving the major changes in Illinois Criminal Code, Highlights 1977.

Illinois Sentencing Laws.

Some early returns and data on the effect of sentencing in Cook County, Illinois since the passage in February 1, 1978 of the new laws.

| Author | Title and Publication Information |
|---|---|
| Allen Gammage | Your Future in Law Enforcement. Richards Rosen Press, Inc., New York 10, N.Y. (1961) $4.90<br>Written to provide answers to questions in the minds of young persons considering a career in law enforcement. It should aid the student to understand the nature, opportunities, achievements to be had, compensation and the mental and personal qualifications police officers should have. |
| | Developing Questioning Skills. Visual Materials, Inc., Redwood City, California (1971)<br>This transparency workbook provides the teacher an opportunity to guide students in the development of Language Art skills in the area of questioning. |
| | Zero Base Planning and Budgeting. Cross reference Village Manager. |
| Linda Riekes<br>Sally Mahe | Young Consumers - Law In Action Series. West Publishing Co., St. Paul, Minnesota (1975) $3.55<br>Presents general introductory information about the world of consumer protection while addressing itself to experiences with buying that are common to young people. Included is knowledge of consumer protection laws and skills necessary to become a thoughtful and responsible buyer. |
| | Consumer Fraud & Protection Division - papers contain:<br>Audition Division Limited Review of Files<br>The Impact of the Consumer<br>Functions of Office<br>Complaint Procedure<br>Subpoenas<br>Special Programs<br>Cooperative Agencies<br>Complaint Volume and Statistics<br>A series of papers submitted by Howard Kaufman, Chief of the Consumer Fraud and Protection Division on the Division's function in the State of Illinois. |
| Foster Furcolo | Law for the Layman. Acropolis Books ltd., Washington, D.C. (1975) $7.95<br>This book is for the average who need some general knowledge about law but who do not need or want the expertise of a lawyer. The aim of the book is to give the reader a fairly generalized understanding of how the law will apply, practically in everyday situations. |

| Author | Title and Publication Information |
|---|---|
| Alan Sussman | The Rights of Young People. Avon Books. The Hearst Corp., 959 Eighth Ave., New York (1977) $1.50<br>This guide sets forth your rights under present law and offers suggestions on how you can protect your rights. It is hoped that informed of your rights, you will be encouraged to exercise them. |
| Alan Levine<br>Eve Cary | The Rights of Students. Avon Books, 250 West 55th St., N.Y. (1977) $1.50<br>The guide sets forth your rights under present law and offers suggestions on how you can protect your rights. This guide offers no assurances that your rights will be respected as it is not always possible to predict accurately when the law will change. |
| | Lawmaking. Law in Action Series. Cross Reference - State Senator. |
| Linda Riekes<br>Sally Mahe | Courts & Trials. Law in Action Series. West Publishing Co., St. Paul, Minnesota (1975)<br>Objective of these books is for students to see the need for having a fair way of settling disputes between people. It includes getting to know the court system, putting on mock trials and after the trial - then what (the decisions)? |
| William L. Johnson | Consumer/Rights and Responsibilities. Learning activity package. Unigraph Products, P. O. Box 24287, Seattle, Washington<br>Entails Consumer Rights and Responsibilities. It attempts to let students understand their broad rights in the marketplace, while at the same time become aware of the inherent responsibilities. It is designed to help students develop a fair, honest and objective view of the marketplace and particularly how they must behave to insure full enjoyment of their rights. |
| William L. Johnson | Consumer Contracts. Learning activity package. Unigraph United Graphics, Inc. 1428 Harvard Avenue, Seattle, WA<br>This Learning Activity Package is about consumer contracts, those contracts which we constantly run into as we carry on our day to day activities in the marketplace. Introduces the student to a contract in its simplest form; shows him the elements which any contract must contain if it is to be considered legal and enforceable; lists the six basic types of consumer contracts most usually encountered; points out the information which contracts should contain and gives the student a list of actions which every consumer should complete before he signs a contract. |

| Author | Title and Publication Information |
|---|---|
| Carl Martz<br>Rebecca Novelli | Criminal Justice Text, Vol. I. Scholastic Living Law Program, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632 $2.95, Teaching Guides $3.50<br>Has two main purposes in relation to criminal justice. One is to show you how the system really works, the other is to show you how that system fits into your life. |
| Susan McKay | Civil Justice Text, Vol. II. Scholastic Living Law Program, 904 Sylvan Avenue, Englewood Cliff, N.J. 07632 $2.95, Teaching Guides $3.50<br>Shows the readers what he can gain from studying civil law. There are three main answers to the question: (1) you can acquire a practical knowledge of your legal rights and responsibilities in everyday life; (2) compare your views on legal issues with views of judges and lawyers and give you a better understanding of the principles on which the American system of justice is based; and (3) you will discover that the law is not a fixed set of rules but a system that can develop and change. |
| Richard Kobetz | Law Enforcement and Criminal Justice Education Directory 1975/1976. International Association of Chiefs of Police, Inc., Eleven Firstfield Rd., Gaithersburg, Maryland 20760 $6.75<br>Directory for the education of people interested in the criminal justice field as to what schools offer programs, where they are located and the courses offered. |
| Richard Kobetz | Criminal Justice Education Directory 1978/1980. International Assoc. of Chiefs of Police, Inc., Eleven Firstfield Rd., Gaithersburg, Maryland 20760 $14.75<br>Directory for the education of people interested in the criminal justice field as to what schools offer programs. where they are located and the courses offered. |
|  | Proving Federal Crimes. Sixth Edition. Criminal Div. of the Office of the U.S. Attorney for the Southern District of New York. (April 1976) $3.25 U.S.Govt.Printing Office, Washington D. C. 027-000-00502-1<br>A practical manual designed as a quick and ready reference for Assistant U.S. Attorneys responsible for the prosecution of criminal violations of federal law. |
| Kenneth Lasson | Proudly We Hail. Grossman Publishers, New York (1975) $10.00<br>A profile and introduces to those who are trying and succeeding in the noblest of tasks - making our country a better place to live. Shows that citizens may indeed regain control over those circumstances that control their lives. |

| Author | Title and Publication Information |
|---|---|
| | Rules and Practice Handbook. Legal Division, Pantagraph Printing Official Publishers of Supreme & Appellate Reports. Illinois, Pantagraph, P. O. Box 1406, Bloomington, Illinois (1977)<br>Designed to provide the judiciary and practicing attorney with an up to date source of materials pertinent to trial and appellate practice. |
| Angela Roddey Holder | The Meaning of the Constitution. Barrons Educational Series, Inc., Woodburg, NY (1974) $2.25<br>Tells how this living document governs us, how it effects American life today, current trends in legislation, recent court dicisions, examples, citations, and explanations. The Constitution as a relevant device for solving the problems that confront us, to see it as it applies to the person. |
| Todd Clark,<br>Richard Weintraub,<br>Barry E. Lefkowitz | Fair Trial vs. Free Press. Institute for Political and Legal Education, Educational Improvement Center, Pitman, NJ (1975) March - 1975<br>Concentrates on the freedom of speech (including expression) and fiar trial vs. free press as intricate pasts in the study of the court system, criminal procedures, and the basic foundations of law. Case studies are presented as well as a Mock trial. |
| Barry E. Lefkowitz,<br>Ronald J. Maniglia | Individual Rights. Institute for Political and Legal Education, Educational Improvement Center, Pitman, NJ (March 1975)<br>Concentrates on the freedom of speech as intricate pasts in the study of the court system, criminal procedures, and the basic foundations of law. Activities and projects throughout the curriculum have been designed to provide students with all ranges of ability the opporutnity to overcome challenges at their appropriate level. |
| | To Protect These Rights - Series of Six Individual Books designed to further an understanding and appreciation of our constitutional rights: |
| Eve Cary,<br>Kathleen Peratis | Woman and the Law. National Textbook Co., Skokie, IL (1977) |
| Laughlin McDonald | Racial Equality. National Textbook Co., Skokie, IL (1977) |
| John Shattuck | Rights of Privacy. National Textbook Co., Skokie, IL (1977) |
| Franklyn S. Haiman | Freedom of Speech. National Textbook Co., Skokie, IL (1977) |

| Author | Title and Publication Information |
|---|---|
| Leo Pfeffer | Religious Freedom. National Textbook Co., Skokie, Illinois (1977) |
| Joel Gora | Due Process of Law. National Textbook Co., Skokie, Illinois (1977)<br>To further the understanding and appreciation of the people of the United States, of the rights guaranteed to them under the Constitution, this series consists of six volumes exploring our most basic liberties. Each book traces the development of one of these concepts in our legal system, explores the controversies and points of view that surround that issue in contemporary America, and provides the reader with a collection of key concepts from Landmark U.S. Supreme Court opinions and other historic documents which most eloquently explain these rights. |
| Charles Willard | Criminal Justice on Trial. National Textbook Co., Skokie, Illinois (1976)<br>Contains a basic overview of the American System of Criminal Justice. The recurring theme in this book is implicit in all chapters, that the theme is discretion. That the criminal justice system itself may be one of the main causes of crime in the sense that it selectively enforces laws, prosecutes, grants leniency, and imprisons. Research shows the frightening conclusion that there is a direct correlation between the socioeconomic status of the defendant and the quality of justice they receive. |
| William Buys<br>Jack Murphy<br>Bruce Kendall | Discussion and Debate. National Textbook Co. Skokie, Illinois (1976)<br>Booklets written on problem area for high school discussion and debate fiving the discussion questions and the debate propositions and how to resolve them. Pamphlet also gives references to other materials for finding information. |
| Donald Terry | Modern Debate Case Techniques. National Textbook Co., Skokie, Illinois (1975)<br>To meet the growing need to bring together practical case analyses of the newest case structures in today's debating. It practically discusses the essentials of each type of debate case, how each type is constructed, and how the negative should attack each type of case. The book presents all of the major types of cases, cross examination, workability, prima facie, inherency, topicality, evidence, and a careful explanation of the various types of argumentation structure, from the sylloqism to toulminism. |

| Author | Title and Publication Information |
|---|---|
|  | Illinois Appellate Reports, Third Series.<br>Official Reports of the Illinois Appellate Courts. Legal Div., Pantagraph Printing, Bloomington, IL 61701 (1977)<br>Official Reports of the Illinois Appellate Courts. It contains a Directory of Justices and Officers, Appellate Court Rules, modified or reversed appellate court opinions, and table of cases for volume. |
|  | Official Reports. Illinois Supreme Court Reports and Illinois Appellate Court Reports. Legal Div., Pantagraph Printing, 217 W. Jefferoson Street, Bloomington, IL<br>Bound volume of Illinois Appellate Court Reports and Supreme Court Reports. |
| Robert S. Summers,<br>A. Bruce Campbell,<br>Gail F. Hubbard | The American Legal System. Ginn and Company, A xerox Co., Lexington, MA (1974)<br>Unit I Society's need for law<br>Unit II The techniques of law<br>Unit III Law and social change<br>Unit IV Constitutional protection of basic social values<br>Unit V The limits of law<br>A series of five booklets whose titles are self-explanatory. The materials rely extensively on inductive methods of instruction. The aim is not to teach substantive law, nor to conduct a law and order crusade; but to give general education in the social studies an important new dimension. |
| Steven H. Gifis | Law Dictionary. Barron's Educational Series, Inc., Woodbury, NY (1975)<br>In paperback form is intended as a portable, useful, study aid for the law student and anyone else who, in a professional way, comes in contact with unfamiliar legal jargon and wants a comprehensible explanation which will permit a basic understanding of the word or phrase. |
| David Zarefsky,<br>Thomas B. McClain,<br>Douglas Andrews | The Administration of Justice. National Textbook Co., Skokei, IL (1971)<br>A reference manual for debators and others interested in the subject. It should be used as the initial, not the terminal in a debater's research work. |

| Author | Title and Publication Information |
|---|---|
| Erwin Chemerinsky,<br>Alan Loewinsohn,<br>Bren Ortego | Criminal Justice. National Textbook Co., Skokie, IL (1976)<br>This book is a reference manual for debaters and others interested in the subject of Criminal Justice. |
| Ann Fagan Ginger | The Law, The Supreme Court, and the People's Rights. Barron's Educational Series, Inc., Woodbury, NY (1973)<br>A study of how the Supreme Courts interpretation of law affects your rights to freedom, justice, and equality. Repeated discussions of 1st, 5th, and 14th Amendment rights to freedom, justice and equality will assist the reader in understanding the human rights issues that develop throughout his life. Biographies of important figures in the struggle are presented. |
| John J. Gale | Men Under Law. Individualized Learning, Inc., Hartford, Connecticut (1972)<br>This individualized learning kit contains 30 booklets, cassette and flow charts designed to be a useful tool utilizing case study, simulation, and inquiry approach to civil liberties instruction. The five cases offer a wide range of intellectual challenge. |
| Steven B. Hunt,<br>James J. Allen | From Crime to Punishment. National Textbook Co., Illinois (1976)<br>Examines three specific areas of current controversy: (1) need for reform of imprisonment, (2) need for uniformity in two areas, pretrial procedures, and penalties, (3) controls of fire arms. |
| Donald Parker,<br>Nicholas Econopouly | Civil Liberties Today (Case Studies and the Law). Houghton Mifflin Co., Geneva, IL (1974)<br>Case histories involving real issues in a fictional setting can be a valuable means of teaching civil liberties. Used with sensitivity as to the pupils' needs and capabilities, they can have an important and positive influence. Studies in a contemporary setting, utilizing intellectual resources provided by history, legal principles and documents, and the experience of others. |
|  | Due Process & School Discipline. J. Weston Walch, Portland, ME 04104 (1978)<br>Booklet written to inform school administrators and school teachers of their rights and their responsibilities in connection with discipline. |

| Author | Title and Publication Information |
|---|---|
| | Illinois States Attorneys Study Commission. Report to the Governor and 79th General Assembly, June 1975.<br>This report was the first known legislative report of the office of States' Attorney in Illinois. A thorough study and history of the office. |
| Lois Lowry | Personal Values. J. Weston Walch Pub., Portland, ME 04104 (1978)<br>A list and pictures and sayings on personal values once held dear. But things are not always clearly defined, how do they change and why. What things do we respect and what values mold our lives. |
| Law in a Free Society (Project) | Law in a Free Society (On Authority) (On Privacy), 606 Wilshire Blvd., Suite 600, Santa Monica, CA 90401<br>The information contained in these handbooks are intended to assist area coordinators and other local leaders of the law in a free society project in the planning of in-service courses and the use of the curriculum materials developed. Contains lesson plans and a case book on selected readings. |
| | How to File a Lawsuit in the Special Pro Se Branch of the Small Claim Court. Chicago Bar Assn., (1973)<br>This pamphlet is intended to tell a citizen how to file a case in the Pro Se Branch of the Small Claims Court, and all of its procedures. |
| | Your Court System. Pamphlet obtained from Municipal Court.<br>This pamphlet describes and gives information on all the courts in the County of Cook, also the Appellate and Supreme Courts. It tells the trial process, the functions of the various courts, and the layout of the Civic Center. |
| | A Handbook for Jurors in Illinois Criminal Cases. Administrative Office of the Illinois Courts, Supreme Court Bldg., Springfield, IL<br>This pamphlet is prepared and published for the use of jurors in criminal cases so that they will understand their function as a juror. |
| | Questions and Answers about Cook County Juvenile Court. Circuit Court of Cook County, Juvenile Div., 1100 S. Hamilton, Chicago, IL 60612<br>This booklet is published to give questions and answers about the Cook County Juvenile Court. It gives its functions, how it operates, and why. |

| Author | Title and Publication Information |
|---|---|
| | Guide to Federal Consumer Services. Department of Health, Education, and Welfare, Office of Consumer Affairs, Washington, DC<br>Gives the consumer answers to such questions as: What are the Federal Governments' benefits and services? Which department of agency can help? How do I obtain service? |
| Philip Catania | Civil Practice and Procedures. Circuit Court of Cook County, 7166 N. Milwaukee Ave., Niles, IL<br>This article was written to give attorneys information on the specific services available and how they may be utilized most effectively by them in the municipal court. |

NPC

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# PUBLIC SERVICE PRACTICUM

## PARTICIPATION IN DEMOCRACY

0614

# ELK GROVE HIGH SCHOOL

*Dear Reader:*

*In September, 1975, Elk Grove High School (Township High School District 214) entered into the first of three contracts with the Adult, Vocational and Technical Education Division of the Illinois Office of Education to develop a Public Service Practicum. There was no such program in the state of Illinois or the United States according to our research findings. Today the practicum is a demonstration center prepared to disseminate information to people interested in developing such a course of study.*

*What choices in careers are available to high school students? There are thousands of professional and nonprofessional careers available to young people. However, one such career that is neglected in our schools is public service. For, we live in an age of government, whereby more and more, our society is turning to the legislative, executive and judicial branches of government for solutions to problems beyond the capacity of the private sector to solve. Given this situation, society can ill afford public mistrust of government. Yet, suspicion of government and public officials is substantial. As a result, a means for changing this image of public service is of a fundamental concern.*

*During the three years of the practicum, it has been our experience that there are many honest and honorable people working in public service occupations helping people. Therefore, I believe high school students should be given the opportunity to pursue a career in public service with the emphasis on the idea that government officials should, and can, rule by the force of their example.*

*Yours Truly,*

Richard Chierico

*Richard Chierico*
*Teacher/Coordinator*

## PUBLIC SERVICE PRACTICUM GOAL:

High School students should be given the opportunity to pursue a career in Public Service with the emphasis on the idea that government officials should, and can rule by the force of their example.

The Public Service Practicum at Elk Grove High School is intended to improve the effectiveness of secondary education in the vocational and technical areas with an interdisciplinary approach between the Social Sciences and Occupational areas of study.

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# LOCAL GOVERNMENT:

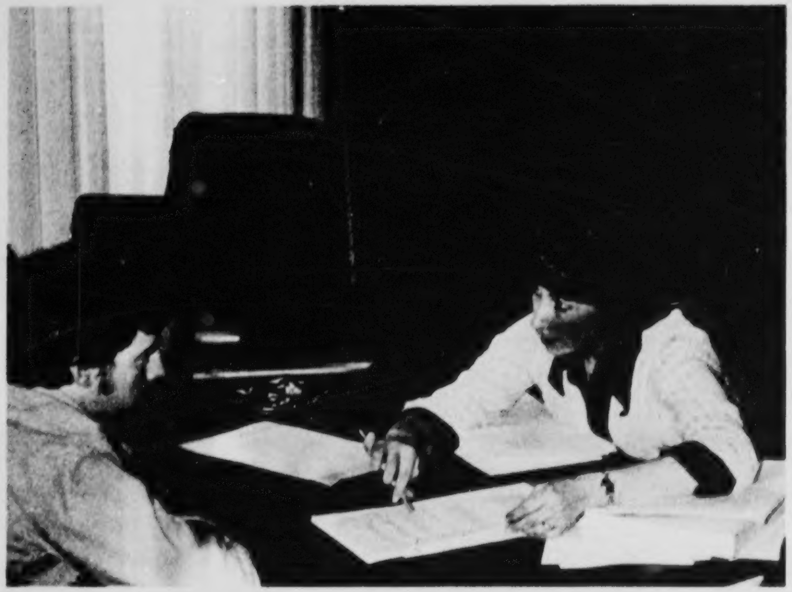
## VILLAGE MANAGER INTERN

The Village Manager, appointed by the Village President and the Board of Trustees, is responsible for the daily operations of the Village. His duties include the hiring of personnel, planning, enforcement of laws, and directing municipal departments in providing services to the public. The Village Manager Intern will become aware of these duties, as well as become familiar with the various municipal departments and their structures, management and functions, through his/her work with the Village Manager.

## VILLAGE FINANCE INTERN

The Village Finance Director coordinates the efforts of the Finance Department, which is responsible for: billing water and sewer utility customers, collecting revenue, purchasing, preparation of the payroll, the operation of the business computer system and the administration of the Federal Revenue Sharing Program. An intern with the Finance Director should expect to become aware of these functions, and also the relationship of village government to other units of government in such areas as joint purchasing. Familiarity with the writing of finance reports and budget preparation would also be gained through working with the Finance Director and by attending Village Board meetings, budget hearings and conferences with the Finance Director.

# CLOSEST TO THE PEOPLE



## VILLAGE TRUSTEE INTERN

The Village Board of Trustees fills the role of the legislative body of the Village government, and its functions include: levying taxes, adopting ordinances, authorizing bill payments, approving the annual budget and awarding contracts involving Village business. The Village trustee intern will gain familiarity with these duties through working with the trustees and also through attending Village Board meetings, committee meetings and the meetings of boards and commissions. The Village Trustee Intern will become acquainted with the various branches of municipal government and the skills, preparation and electioneering necessary to become a Village Trustee.

## VILLAGE COMMUNITY SERVICES INTERN

Internships in the Community Services Agency provide a knowledge of the structure, functions and coordination of the Community Service program for the student interested in counseling or social work. Designed to help individuals and families resolve personal problems, the Community Service program offers counseling, maintaining a speaker's bureau, operates the Youth Employment Service and works closely with the Police Department. The student intern will become familiar with the duties of the agency and will also attend Community Service committee meetings on youth, senior citizen, needs and resources and education.

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# WORKING WITH THOSE WHO HELP...

## VILLAGE BUILDING AND ZONING INTERN

The Village Building and Zoning Department is responsible for enforcing building, plumbing and electrical codes, and also the zoning ordinances of the Village. The Building and Zoning Intern would gain experience in the services provided by the department through working with Building and Zoning Officials. These services include: reviewing building plans, issuing building permits, inspecting old and new construction, and awarding certificates of occupancy for residential, commercial and industrial properties. The student should also become aware of the relationship between architectural, mechanical, electrical and fire protection designs to zoning and building codes through working with various department officials and attending Village Board and Committee meetings.

## VILLAGE HEALTH DEPARTMENT INTERN

For students interested in nursing, medicine and food nutrition, internships with the Village Health Department will provide an opportunity to work with health career professionals and learn the operation and functions of the Health Department in providing health services. The student intern should spend a minimum two-week introduction to the following areas: the Village Blood Assurance Program, conducting and analyzing a health survey, proposing and enforcing health ordinances and the sanitarion's job of inspecting village facilities. The student intern will gain an awareness of problems involved in the function of the health department and health board, and will also maintain a notebook of training station activities and experiences. In addition, on site experiences with doctors, hospitals, and medical centers will occur.

# AND PROTECT

## POLICE DEPARTMENT INTERN

The Police Department Intern will gain a realistic picture of the skills and training necessary to become a policeman, and also of the duties and responsibilities of a police officer. The Police Intern will spend a minimum of two weeks of introduction in the three divisions of the Village Police Department: Patrol (traffic, arrests and criminal), Services (communications, records, identification, photo lab and chemical analysis), and Investigation and Youth. The student will obtain practical experience in the duties of police officers through working with individual policemen, and he/she can anticipate learning the relationship of law enforcement to the various branches of municipal government by attending Village Board and Committee meetings.

## FIRE DEPARTMENT INTERN

The Fire Department Intern will become aware of the skills and training necessary to be employed as a fireman or paramedic. The student intern will spend a minimum of two weeks introduction in the following areas: communications, Fire Prevention Bureau, the Paramedic Program, Pre-Fire Plan Program, the Disabled Alert Program and Fire Suppression. The student intern will also have the opportunity to attend related courses at Harper College, Northwest Community Hospital, and appropriate conferences. The student can expect to obtain a basic knowledge of the operation of the Fire Department through working with firemen and paramedics.

# SPECIAL GOVERNMENT UNITS

## VILLAGE PARK DISTRICT INTERN

Students who are interested in recreation or landscape architecture will find that internships with the Park District can provide an excellent introduction into their fields of interest. Student interns will have an opportunity to participate in the development and evaluation of a recreation program, and will become familiar with the duties, responsibilities and job qualifications of the following: Superintendent of Recreation, Park District Commissioner, Facility Supervisor, Program Supervisor, Recreation Leader, Superintendent of Parks and Maintenance Supervisor. The student intern can also expect to learn methods of Park District administration and to become aware of the nature of the organization and operation of the Park District.

Dictionary

Young Adult

## LIBRARY ADMINISTRATIVE INTERN

The Library Administrative Intern will gain valuable insights into the organization, structure, procedures and activities of the various departments in the library, including adults, children's and technical services, circulation, business and display. The student intern will have the opportunity to attend departmental meetings, library board meetings, and staff meetings, and in addition, will spend time working at the circulation desk, interacting with library patrons. Through an interview with library administrators, the student will also learn the relationship of the library to censorship and community standards and the roles of the various staff members.

# FOR SPECIAL SERVICES

## TOWNSHIP INTERN

Students interested in social work, management, and government will find that township internships will give them a new perspective into their career interests, as well as provide a better understanding of the organization, structures, functions and purposes of township government. Students will have an opportunity to visit and become familiar with the general functions of the Township Office, the Assessor, the Collector, the Clerk and the Highway Commissioner. Interested students will gain familiarity with special services and programs offered by the Township, such as: The Day Care Center, the Alcoholism-Drug Dependance Program, Senior Citizens Services, the Mental Health Center, Youth Programs, Shelter, Inc., and the Welfare Program. The student will also become aware of the relationship of township government to other units of government.

0628

SUPERVISOR
Richard M Hall.

0629

# Students get on-job training in career choice

By Cissi Falligant

**IF YOU** want to be an architect, you might go through 16 years of school before even meeting an architect, let alone experiencing the work environment and day-to-day problems of the job.

Richard Chierico, a political science teacher, has come up with an innovative program at Elk Grove High School that exposes students to careers before they make a lifelong decision.

When nine students told him they were interested in architecture, he arranged for an architect and the Elk Grove Village Building and Zoning Department to talk to the students, and now four of them spend time in architects' offices, learning what their possible profession is like.

**SEVEN STUDENTS** who were interested in being veterinarians each spent one day every seventh week in an animal hospital, and one has been offered a job working with a veterinarian for the summer.

Among the many occupations in which Chierico has placed student-observers are travel agencies, occupational therapy departments in hospitals, and pediatricians' offices; but he likes most to expose the students to the application of their career in public service.

"We live in an age of government, here more and more, our society is turning to the legislative, executive, and judicial branches of government for solutions to problems beyond the capacity of the private sector to solve," Chierico said. "I believe high school students should be given the opportunity to pursue a career in public service . . . students should be provided with a basis for understanding a commitment to the use of reason for the complicated world in which we live."

**THIS YEAR,** Chierico students have interned in the offices of the Cook County state's attorney, state representatives, state senators, the clerk of the Cook County Circuit Court, the consumer fraud and protection division of the attorney general of Illinois, and private attorneys.

In Elk Grove Village, students have studied under the Elk Grove village manager; village board members; the village departments of fire, police, building and zoning, health and welfare, public works and engineering; and the park district and public library.

The students have also worked in departments of the Elk Grove Township government, taken field trips to see the Illinois legislature in action, and hosted Presidential candidates at their high school.

"**THE KEY** to the program is the adults in the larger community — individuals who are willing to give their time helping young people," Chierico said, "State representatives who've participated said they would do anything to keep the program going."

The students spend from a few hours a semester to eight hours a week in their occupation area. In the notebooks they keep, they describe the type of people who became employes in that area, the skills necessary, the kind of decision that are made, and what factors influence those decisions.

The student is asked to evaluate who really has the political power in the particular area, how that person uses power and influence, and power can be used for good.

"**I WANT** them to understand political behavior, — that politics isn't dirty — it's just another aspect of human behavior," Chierico said.

At the beginning of each class, when the students are asked what effect they think they and their families have on government, the responses are frequently "helpless," and "no influence," Chierico said.

At the end of the semester the students answers to the same question are much more optimistic and sophisticated he said. The students no longer feel like victims.

**EVEN IF** A student remains interested in architecture after working with a building and zoning department, Chierico said the student is much more aware of government and is more likely to someday serve on a plan commission.

One girl, who wants to be a pediatrician, works part of her service time in a pediatrician's office and the other part in the township mental health department dealing with the psychological problems of different youngsters and their parents. If she becomes a doctor, Chierico said he hopes she may spend some of her time in a public service capacity.

"The quality of our lives depends on the quality of people in public service," Chierico said, describing why he thinks schools should expose students to public careers.

**IN THE STATE'S** attorney's office, students have witnessed plea bargaining procedures, which they understood more fully than a class lecture on the same subject could ever have explained, Chierico contended.

Interns returning from the fire department have described to Chierico not only how to get people out of burning buildings and to get stopped hearts beating again, but also the camaraderie that exists between the people doing the job.

"Two of my students helped to draft legislation — they're getting the kind of experience I can't give in the classroom," he said.

SUBURBAN TRIB Northwest Edition Wed. May 12, 1976

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## Students View Public Service First Hand

Richard Chierico, Elk Grove High School social science instructor, Elk Grove Village, has developed a student internship program to provide career exploration experiences for secondary social science students. The program, called the Public Service Practicum, is a one year course which provides students with both in-class academic preparation and on-site career exploration. The academic part of the course is concerned with a study of people in government who make important political decisions and of people who do not work for government but who influence government policies and decisions. Political organization, influence, leadership characteristics, and the decision making process in government are topics of discussion.

The community experience aspect of the course consists of placing students in various governmental and non-governmental positions of public service. Chierico's students have interned in the offices of the Cook County state's attorney, state representatives, state senators, the clerk of the Cook County Circuit Court, the consumer fraud and protection division of the attorney general of Illinois, and private attorneys. In Elk Grove Village, students have studied under the village manager, village board members, the village fire, police, building and zoning, health and welfare, public works and engineering departments, and the park district and public library. The community experience is based on the view that the day-to-day workings of government are best understood by looking at the differences of opinion and interest that exist within the government and the public, at the issues that arise out of these differences, and the ways institutions function to resolve them. Students actively participate in the work of the offices to which they are assigned rather than merely observe the functioning of those offices. "Two of my students helped to draft legislation —— they're getting the kind of experience I can't give in the classroom," Chierico stated.

Chierico also noted that "We live in an age of government, whereby more and more, our society is turning to the legislative, executive, and judicial branches of government for solutions to problems considered by some to be beyond the capacity of the private sector to solve. Given this situation, society can ill afford public mistrust of government. Yet, suspicion of government and public officials is substantial. A means of changing this image of public service is of fundamental concern. I believe high school students should be given the opportunity to pursue a career in public service with the emphasis on the idea that government officials should, and can, rule by the force of their example. Students should be provided with a basis for understanding some of the major issues in society, a reasonable means for resolving them, and a commitment to the use of reason for the complicated world in which we live."

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# Practicum renews faith in service work

By AVERIL REISMAN
*Correspondent*

ELK GROVE VOICE – Oct. 19, 1977

**WATERGATE MAY** have caused students to enroll in journalism schools in record numbers, but there's an Elk Grove high school teacher who believes the Watergate experience should push more students into public service careers.

As part of the third year of a cooperative venture between District 214 and the Illinois Office of Education, Elk Grove high school teacher Richard Chierico's course, "Public Service Practicum," is serving as a demonstration center for the state to show other school districts how to begin similar programs.

Through the course, students have an opportunity for six to eight hours of weekly on-the-job experience as interns placed in public service positions in Elk Grove Village, township, county and state government.

**LAST WEEK** at the first of several demonstration programs he plans to conduct throughout the state on his course, Chierico told educators that the Watergate experience, minus the partisan politics, gives the answer to the question of why a public service practicum course is needed.

He said it was the persons within the public service system who must hold the government to the law because the system itself wasn't capable of doing that.

Chierico said the persons in public service positions who were instrumental in bringing the Watergate matter to light through their actions should serve as a lesson to encourage more young people to get involved in and participate in public service.

"The quality of life depends upon the opinions of the elected and appointed officials," Chierico said. He added that his course was an attempt to build awareness of careers in public service, to show that public service careers were honorable, and to encourage students to enter public service careers.

**HE SAID**many persons in public service are eager to help and can give students valuable knowledge that can't be obtained from a classroom.

Chierico said students are placed in public service areas according to thier expressed interest areas. Other than the first two weeks of school when students attend the class every day, the 25 students currently enrolled in the course attend formal class once a week and work in their on-the-job positions twice a week.

Chierico said the extra two days are needed for individual student conferences and on-site visitations.

Of the 25 students, 22 are from Elk Grove high school, three from Buffalo Grove high school and one from Wheeling high school.

Students receive no pay for their on-the-job work, but work instead for a half credit per semester. Students can enroll in the practicum for two years and receive two credits, if they wish.

**AMONG THE** public service areas in Elk Grove Village government in which student interns have been placed are: village manager, trustee, finance director, fire department, police department, building and zoning, health department, community services, and public works and engineering.

Other local public service areas include: park district, library administration and township government.

Student interns have also been placed with the Cook County state's attorney, state representative for the third district, state senator for the third district, a lawyer, Cook County clerk of the court, local government high school student ombudsman concerned solely with student complaints as related to the local governments, attorney general of Illinois in the consumer fraud and protection division, U.S. congressman from the 12th District, the Chicago Crime Commission and Edward Murnane and Associates, government affairs, public relations, and political consulting.

Next year the state funding will be eliminated and District 214 will pick up the entire expense for the program which involves part of Chierico's salary, some release time, and transportation and materials costs.

However, Chierico said IOE officials are currently working towards getting the state to pick up reimbursement of the course costs through career education funding.

## Funded jointly by State and Dist. 214

# New innovative pilot program initiated at Elk Grove High School

By BARBARA VIDMAR
*Voice Newspapers*
*Managing Editor*

ELK GROVE VILLAGE—Elk Grove High School has a very new and innovative program which was initiated at the beginning of the 1975-76 school year. It is the Public Service Practicum.

The brainchild of George Ergang, head of the Practical Arts Department and Richard Chierico, from the political science and history department, the interdisciplinarian program was created.

Sam Leopardo, head of the Social Science Division and Ergang agreed to have Chierico coordinate the program which is partially funded by the State Research and Development Unit of Vocational and Technical Education.

NOT ONLY IS the program a pilot for District 214, but it is the only such program in any high school in Illinois. Those involved weren't sure, but they had never heard of anything even similar in any of the other states either.

The program makes it possible for students to work with and learn first hand, the ins and outs of public service.

The philosophy of the program so interested educators that Chierico is required to make regular reports to the Illinois Office of Education in Springfield.

He will have the opportunity to report in person Oct. 22 and 23 when he takes the four students who are working as interns with third district legislators to the state capital to the opening of the General Assembly.

The philosophy of the program is best explained by Cheirico, who with Ergang generates enthusiasm for the practicum above and beyond the call of duty.

"MANY YOUNG people are confused about what are their rights and responsibilities. They do not understand that the law will affect almost every aspect of their lives from the recording of their birth certificates to the filing of their death certificates. This lack of understanding often leads to conflicts with our government and certain laws which young people feel are unfair or unnecessary. We cannot eliminate the disagreements, but we can manage them so order can remain. Therefore, if they know that our system of government provides a political process to legally change laws with which they disagree, then they have an alternative to breaking those laws and suffering the consequences.

"What we need are people willing to face the problems of society honestly and work for the solution to these problems. What we need are leaders of the community who have the confidence of the people and the will and desire to solve the community's problems. Their leadership must be responsible, committed, and effective. What we need are young people desirous of pursuing a career in public service so that some day they, as public officials, will be able to govern and thus end the dangerous cycle of drift and deadlock in our governmental affairs.

"The community experience part of the course will consist of placing students in various governmental and non-governmental positions of public service.

"When students enter school, they are taking the first step toward a career—a field of work for which a person is specially suited or trained. For example, he learns how to read, to work with other people, and communicate, skills which are essential parts of almost any job.

"In high school more so than elementary school, students have a choice in the courses they will take. As a result, their decisions will greatly affect their choice of a career. A person's career will probably affect his whole life. It will affect the way he lives, the way he thinks, the goals he sets for himself and his family. In addition, approximately eight hours of every working day for the next thirty, forty, or fifty years will be spent on the job.

"What choices in careers are available to high school students? There are thousands of professional and nonprofessional careers available to young people. However, one such career that is neglected in our schools is public service. For we live in an age of government, whereby more and more, our society is turning to the legislative, executive, and judicial branches of government for solutions to problems beyond the capacity of the private sector to solve.

"Given this situation, society can ill afford public mistrust of government. Yet, suspicion of government and public officials is substantial. As a result, a means for changing this image of public service is of a fundamental concern.

"Therefore, I believe high school students should be given the opportunity to pursue a career in public service with the emphasis on the idea that government officials should, and can, rule by the force of their example. Furthermore, students should be provided with a basis for understanding some of the major issues in society, a reasonable means for resolving them, and a commitment to the use of reason for the complicated world in which we live.

"The academic part of the course will be concerned with a study of some of the people in government who make important political decisions, and about some people who do not work for government but who influence government policies and decisions.

We will try to provide some answers to questions like these: What is influence? Who has influence? Who is subject to it? How does influence work? What is self-maintenance? What types of people become government leaders? How do they become leaders? What kinds of decisions do political leaders make and what are the factors that influence their decisions? These and even more questions will be answered during the students' service as interns," said Chierico.

WHEN THE PROGRAM was first offered last June, Chierico and Ergang were not sure of the response they would get from the students. But, it was tremendous, says Ergang.

There are 24 students involved in the program this year and if funding from the district and the state can be obtained for next year, the teachers anticipate an even larger turnout.

"The program is certainly innovative, but the important aspect here is that we have bridged the gap between the vocational work day program and the field of academics.

"ONE DAY WE will have students who have been through this program representing the interests of the area by representing them in the courts or in the local or state government.

"They will have received the opportunity to learn enough about the various fields of public service to make an intelligent decision in selection of a career. It is very exciting and rewarding for a teacher to become a part of such a program. It makes it all worthwhile," says Ergang.

STUDENTS PARTICIPATING in the program are Loretta Kube, village manager intern, Mark Christensen and Lisa Williamson, village trustee interns; Bill Bodett, Michele Pilkington and Mike Malone, village fire department interns; Barbara Nelaska, Leslie Michlopp and Tim Tomsinsky, village police department interns.

Also Joe Cimino, village building department intern; Cindy Casper, village health department intern; Mark Sosa, park district intern; Barbara Matt, library board intern; John Murphy, Cook County State's Attorney intern, who regularly visits both the Schaumburg and Des Plaines branches of the circuit court; Jeff Moran and Suzi Klyber, Elk Grove Township interns.

State legislative interns are Cathy Mork, with Eugenia Chapman (D-3rd); Janis Swib, with Virginia Macdonald (R-3d); Dave Cannon, with Donald Totten (R-3d) and Cathy Clary, with State Sen. David Regner (R-3d).

Karry Mickelson, works in Niles with the clerk of the circuit court. Jeff Moran serves as an ombudsman and reports regularly to village and township officials with students' complaints as related to each of the local governments.

Debbie Klassman, Judy Gurnik and Heidi Ulrich work as interns to local lawyers in private practice and Scott Peterson and Lisa Williams work with the Consumer Fraud Division of the Attorney General's office.

Both Ergang and Chierico expressed their appreciation of the many governmental officials who agreed to work with the students.

"Everyone we asked agreed to help," said Ergang.

"The cooperation we have received has added to the exciting program," says Chierico.

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ELK GROVE GUARDIAN
Friday, Oct. 17, 1975

# students participate as interns

Senior Cindy Casper, like 23 other students, is working as a governmental student intern for Public Service Practicum, a new course at EGHS. Mr. Richard Chierico, social studies, said that Dr. Donald Ring, principal, came up with the idea after Youth in Government Day last year.

One of the purposes of this course is to give high school students an opportunity to pursue a career in public service. Mr. Chierico also emphasizes the idea that government officials should, and can, rule by the force of their example. He also wants the students to become acquainted with some of the major issues in society and some reasonable solutions to today's problems.

Mr. Chierico discusses political terms, the tasks of a political organization, the bases of influence in a community, Elk Grove Village government and other areas of politics. He wants students to have a broader understanding of what goes on in government and how government works.

Students spend only one day a week in class because they work on their own time in jobs in the Village manager's office, with the Village trustees, in the fire and police departments, with the library board, the park district, state representative's office and others.

Cindy Casper works as a village health and welfare intern. She works with Mrs. Yanis, head of the health department and with Mrs. Watson, head of the Sanitation Department.

Cindy said that right now she is doing telephone surveys asking people if they have used the health services in the village and what they think of them. However, she said she hopes to be able to go on a restaurant inspection with Mrs. Watson and work in the hospital with a doctor to learn about the hospital and its atmosphere.

Dave Mack, senior, is an intern for Illinois Rep. Eugenia Chapman. Dave answers telephones, confirms appointments and canvasses for the November 1976 campaign. Dave also said he has attended sub-committee hearings in Chicago and at Harper College as one of his assignments.

The average amount of time spent by students in their departments is eight hours a week. Students meet in class eighth period every Monday and then have the rest of the week to work in their area of interest.

According to Mr. Chierico the only problems with the class are time and transportation. It is difficult for some students to find the right time to work with their counterparts. There is also a transportation problem because some of the offices are located in Arlington Heights and other communities.

Debbie Klassman, senior, works for a lawyer, but hasn't been able to go to court with him yet because she can't get out of her physics class in time to get to court.

Lisa Williamson, senior, works at a consumer fraud office in Schaumburg every Saturday. Consequently, she must always have a car. In some cases, though, Mr. Chierico has been able to find transportation for those students who can't drive or don't have the use of a car.

Even with the time and transportation problems, the course, according to one government official, is a fantastic opportunity that gives students a better understanding of government.

It is also good for those in government and helps them look at things from a different viewpoint. Ultimately there is benefit on both sides.

The Elk Grove High School Public Service is an outstanding and innovative educational tool. Classroom theory prepares the students very well for their assignments. I have certainly been pleased with the interns that have been assigned to my office, and have found it to be a good learning experience for all concerned.

Donald L. Totten
State Rep.

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## Elk Grove Village

The program is of benefit both to the school, the students, the police department and the community. It opens eyes and minds of all participants to better understanding of the authority and responsibility of each group of participants. I am particularly pleased that the students get an unusual opportunity to see police officers in a different light. The reverse is also true.

Harry P. Jenkins
Chief of Police

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## ELK GROVE TOWNSHIP

Elk Grove Township is very enthusiastic about the Elk Grove High School Public Service Program. There is a lack of understanding by the electorate as to the purpose and function of various governmental bodies, especially local governments like Townships. Your program allows students to learn about the day-to-day operation of government and so to better appreciate the needs and problems involved in making good government work.

Richard M. Hall
Supervisor

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**Congress of the United States**
**House of Representatives**
**Washington, D.C. 20515**

. . . it is my view that the Public Service Program you have initiated at Elk Grove High School is most meaningful and important.

Giving students an opportunity to have something more than book knowledge on how elected officials in various branches of government discharge some of the responsibilities vested in them, fulfills a great void.

Philip M. Crane, M.C.

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**ELK GROVE HIGH SCHOOL**

Please be advised that the Elk Grove Career Advisory Council at its meeting of March 8, 1977, by a unanimous action voted to again support the Public Service Practicum at Elk Grove High School.

Thank you for your continued interest in this program.

G.K. Ergang
Division Head
Practical Arts

The Public Service Practicum has proved to be not only a unique, but superior means of giving students first hand experience in their prospective career field. By involving many of the human and physical resources available in the community, the word "education" has taken on a new - deeper meaning for students, school, and community. This and similar programs in other career areas offer an unlimited potential. The Elk Grove High School Advisory Council reaffirms its support and pledges its continued involvement in an effort to expand and improve the scope of the "Practicum."

Elk Grove Career Advisory Council
Practicum Sub-Committee

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## WILLIAM J. SCOTT

The student-volunteers who have worked with this office in the past two years in fulfilling its role of protecting the consumer public have immeasurably assisted us in the accomplishment of this goal.

Joseph F. Greco
Special Assistant
Attorney General

We, at the Consumer Fraud Division, were genuinely impressed by the interest shown by your students in the Public Service Program. We feel that their eagerness to learn all facets regarding Consumer Fraud will better prepare them as adults. Hopefully, they will also become more interested in entering Public Service in the future.

Patt Fishback
Administrative Secretary

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**elk grove park district**

This program has allowed students to interact with Park District staff which has provided a great learning stimulus for student and staff alike. The students have been able to actively participate in programing, budgeting, scheduling, staff and board meetings, planning and development of land and parks. We hope this program continues to thrive and we are allowed to remain a contributing factor.

Steve Scholten

ELK GROVE VILLAGE PUBLIC LIBRARY

An internship program is an excellent way for young people to discover what it takes to run a public library.

Janet Steiner
Administrative Librarian
Elk Grove Village Public
Library

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I have found the Elk Grove High School Public Service Program to be of great value to both myself and the students who have assisted me. The students have discussed politics and legislative activities, performed legislative clerical work and accompanied me when I lectured to university political science classes and to television interviews concerning legislation I have introduced . . . .

Eugenia S. Chapman
Rep. - 3rd District

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Even though I have expressed my great appreciation in person for the privilege of being a partner in Elk Grove High School's Public Service Program, I want to tell you again what an outstanding job all of you are doing. Your efforts have been extremely valuable to me as an elected state official from this area, and the three students who have worked with me have been individually outstanding. Their enthusiasm and efficiency have given me greater insight as well as a valuable prospective regarding the coming needs of an emerging new generation.

Virginia B. MacDonald
State Representative

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As you well know I have participated in the Elk Grove High School Public Service Program for three years.

It has been a very rewarding program for me. All the various students I have had assigned to me have been excellent.

I'm looking forward to continuing participation and keep up the fine job.

David J. Regner
State Senator

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CCC **CHICAGO CRIME COMMISSION**
79 WEST MONROE STREET, CHICAGO, ILLINOIS 60

It is my belief that the program provides an opportunity for our young people to gain early insight into the problems confronting our public service systems. The experience will undoubtedly be invaluable to them not only as they develop career goals, but in helping them become good citizens with an enhanced understanding of our major social institutions.

The Chicago Crime Commission is proud of its association with the program. I look forward to its continuation.

Stephen A. Schiller
Executive Director

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dallas independent school district

I serve as the curriculum specialist for the Dallas (Texas) Independent School District's K-12 Urban Career Education Project. It is my responsibility to assist teachers in our project schools in the process of infusing career education concepts into their classroom activities. Because of this responsibility I am acutely interested in the program you have developed at Elk Grove High School.

Elizabeth Hall
Curriculum Specialist

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## Elk Grove Village

For the most part, I have felt this has been a valuable experience for the students, particularly when they have a specific career goal in mind. By giving them exposure to the career they have chosen, they can better evaluate whether that type of work is what they would really be interested in doing for a good portion of their working lives. I hope the students have the same feelings about this program.

Nancy Yiannias
Health Coordinator

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attorneys at law
LEE & SHUMWAY

Relative to my participation in the Elk Grove High School Public Service Program for the past several years, let me say that I have found it both rewarding and stimulating to have the opportunity to work with the high caliber of young people that we have worked with.

I commend you for your imagination in beginning the program and the students for their enthusiasm in devoting their time to it and sincerely hope that it is continued.

B.F. Lee

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## Ed Murnane and Associates

We feel the Public Service Program offers Elk Grove High School students an excellent opportunity to get a first-hand look at Public Service Careers. The students gain valuable working experience in the professional fields in which they have the most interest - and many of these fields would require a college degree for comparable in-house training experience.

This program definitely puts participating students years ahead of most of their peers in choosing their careers.

Ed Murnane
President

# AN EYE ON

## CLERK OF THE COURT'S INTERN

The Cook County Clerk of the Court is responsible for several important duties in the courtroom and in the office which include recording and maintenance of court files, orders and judgments. The student intern will be made aware of the clerk's everyday activities, and will observe the clerk working on civil filings and records, criminal and traffic records, motions, traffic court proceedings, civil and criminal trials, and finally accounting for monies paid to the court for fines, costs and bonds. Through discussions with clerks and judges, the student will obtain a better understanding of court procedure, the legal profession and the nature of the clerk's work in the court system.

## STATE'S ATTORNEY INTERN

A student intern with Cook County's State's Attorney will become aware of the function of the State's Attorney office and his day to day activities. The student will be exposed to the duties of the State's Attorney, including: legal research, preparing, filing and presenting motions, arraignments, participation in grand jury hearings, issuing a subpoena, preparing for and conducting a trial, and negotiating pleas. The student intern will have the opportunity to discuss terms and rules with an Assistant State's Attorney pertaining to burden of proof, the nature and types of evidence, the character and examination of witnesses, and constitutional safeguards for admission of evidence in a court of law. Through working at the state's Attorney Office, the student interested in law will have a clearer idea of the legal training and personal qualities necessary to become employed in government service, and also of the nature of cases, court procedures and the legal profession itself.

# JUSTICE...

## ATTORNEY GENERAL–CONSUMER FRAUD & PROTECTION

Internships with the Consumer Fraud and Protection Division of the Attorney General's office will provide valuable insights into the purpose workings, and function of this important service to the community. Student interns will become aware of the preparation for consumer protection against fraudulent sales, advertising and loans. Students will also have an opportunity to observe the filing of a complaint, the interviewing process, public hearings on complaints, and the preparation and presentation of cases in court. Student interns will be able to help research complaints and make recommendations on them after hearing complaints directly from the public in their work at either the main Chicago office or the Schaumburg branch.

## CHICAGO CRIME COMMISSION

The Chicago Crime Commission is a citizen's "watchdog" organization which deals with problems in the administration of criminal justice on a day-to-day basis, for the purpose of promoting efficiency and integrity in law enforcement and prosecution. Student interns placed in the Crime Commission will assist in developing programs for the commission, and should also become aware of the following functions of the organization: observing felony trials, reviewing and recording felony indictments, monitoring and reviewing appellate court decisions in criminal cases in state and federal courts, and monitoring the public media for reports on crime in any way affecting the administration of justice. Students should also become aware of the role of the commission in providing a central location for the collection of information on crime offered by private citizens (such as the "operation crime-call" program) in their work with the Chicago Crime Commission.

# THE LAWMAKERS: LEARNING THE LEGISLATIVE

### U.S. CONGRESSMAN INTERN

Students interested in politics and lawmaking on a national level will gain valuable practical knowledge and experience in the nature, function and duties of the U.S. Congressman's office. In addition to an interview with the U.S. Congressman, the student intern will attend a variety of events, including meetings with local public officials, community groups and the political party organization. The student will also have the opportunity to visit federal agencies and commissions in the Chicago area, participate in election activities and work with the Congressman's staff on questionnaires, legislative proposals and press releases.

# PROCESS

## STATE SENATOR'S AND STATE REPRESENTATIVE'S INTERN

Students interested in politics, lawmaking, and important issues facing the state will find that internships with the State Senator or State Representatives from the Third District can provide an excellent introduction into the many aspects of a legislator's job. Student interns will participate in district activities, such as election activities and attending meetings between the legislator and local public officials, community groups and their political party organization. Student involvement with the legislative activities of the State Senate or State Representatives will include working on bills and press releases, attending committee hearings, and meetings of sub-committees. Opportunities to attend conferences and sessions of the Illinois Senate and Illinois House as well as plan the newsletter report are also afforded to the student intern.

# PRIVATE BUSINESS WITH PUBLIC INVOLVEMENT

## LAWYER INTERN

The lawyer intern will be made aware of the four main fields in which lawyers serve in private practice, government service, direct employment by private business and employment by labor unions. The student can expect to observe the lawyer execute his varied duties, including assisting clients in the purchase, leasing and mortgaging of real estate and giving advice through estate planning and will preparation. The student will also have the opportunity to observe a lawyer handle negotiations for the settlement of controversies, institute legal proceedings to recover damages, advise and defend those accused of a crime and prepare various legal documents, such as legal briefs, for clients. The student interested in law will obtain a realistic picture of the qualifications, role, and duties of a lawyer.

## GOVERNMENT AFFAIRS, PUBLIC RELATIONS & POLITICAL CONSULTING

Student interns with a local public relations agency will become aware of the function of a government affairs, public relations and political consulting firm, and the administration of such an office. Students will attend meetings with public officials and community groups, political campaign meetings, and sessions of the Illinois House and Senate. In addition to participating in the activities connected with the marketing of an issue or political candidate and campaign strategies, the student intern will become aware of the function of a Political Action Committee. The students will be involved in planning newsletters and researching areas of special concern for a client. Students will also become aware of the other services of such an agency, including speech making, writing reports and public relations activities not related to legislation or politics.

Elk Grove High School Career Advisory Council

Shelia Foran – Rep. Eugenia Chapman

Public Service Practicum Banquet – May 1, 1978, Educational Service Regional Cook County Superintendent of Schools, Dr. Richard Martwick.

Kathy Casper attended the Presidential Classroom for Young Americans in Washington, D.C. for one week and discusses her experiences with the Elk Grove Lions Club and Elk Grove VFW.

Public Service Practicum Banquet:
Kathy Casper – Rep. Virginia MacDonald and Ed Murnane & Associates.
Tom Anzelmo – Elk Grove Police Dept.

Public Service Practicum Banquet – May 1, 1978
Special Guests: Dr. Ring, Dr. McLennan, Nancy Harris, George Ergang, Donald Fyfe, Sam Leopardo, Helen Belke, Warren Collier.

# STUDENT REACTIONS

I feel our Public Service Practicum has helped me in many ways. It has enabled me to learn many things about my future as far as career possibilities are concerned. It has given me an opportunity to explore areas in which I'm interested. It has taught me things through practical experience which is something that a classroom situation can't do. Public Service Practicum has also taught me a lot about myself: it has given me more self confidence and made it easier for me to talk with people in a working relationship.

Kathy Casper

I feel this class is the best thing that has been done for students looking for a career in Public Service . . .

Kendall Wilson

I feel it has helped me understand some of the responsibilities and stress put on a working person. I have really matured in my thoughts of life and an understanding of life. . . . It is very rewarding.

Gene Wright

The Police Department . . . shows us more about each law and what it deals with.

Steve Rosing

Being a two year participant in the Police Dept., I have followed the initial testing and training of the applicant all the way to highly specialized aspects of investigation and criminology. Right now I am way ahead of any person applying for the job. I'm only sorry that I didn't have another year or two to take the course.

Thomas Anzelmo

. . . the Public Service Practicum Program is Great! It's broadened my view of the law field and all the opportunities it holds for people. The experience more than anything else has made me realize just how much schooling and work it takes to become a lawyer. It has also made me sure of myself . . .

Mary Pahl

Public Service Practicum was a very valuable experience to me because I found I really wasn't interested in something I thought I was, and I found something I was interested in . . . . It also helps make a kid into an adult through experience.

Dave Leyden

I think the program is good. . . . It allows you to actually experience the career and what goes with it.

It prepares you for what is to come.

Bonnie Ballard

. . . I've realized that there are many interesting jobs. . . . I now know more about the nursing field and the physical therapy field. . . . I know more about my plans for the future.

Cristina Tassan

I have done many things including getting experience in fields of patrol, photography, firing range, self defense, understanding laws, arresting procedures, etc. All of this experience has been very extensive and gave me a true outlook.

James A. Soja

I thank you for the opportunity of being part of your Elk Grove High School Public Service Practicum Course, namely in my case, in the Schaumburg Consumer Fraud and Protection Division. The type of experience I have gained from the fraud office, . . . will always give me an edge on other individuals with the same intentions as my own. It has given me confidence in myself. I have gained both experience and this confidence through . . . "on the job" training.

James A. Soja

I plan to be a lawyer and before I start my seven years of hard work in schooling I made sure of my decision by working hand and hand with a counterpart of the legal profession. From these encounters I came upon a definite decision about my future as a lawyer.

Mark Putterman

. . . my internship was to learn about the General Assembly and the work of state legislators. This experience has given me the opportunity to understand the relationship between government on the local and the state level. It has also provided me with an opportunity to develop career goals . . . and to try and test some of my own capabilities. It has been a realistic learning experience in which I have become more confident about myself . . . . Practicum has been the height of my high school education by making my studies relevant.

Cynthia Marceau

The Fire Department has been a great learning experience for me. I found out that it is not all fun and games . . .

Michael Gennardo

## ELK GROVE HIGH SCHOOL
## PUBLIC SERVICE PRACTICUM
## DEMONSTRATION CENTER

IN COOPERATION WITH
STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
JOSEPH M. CRONIN, SUPERINTENDENT
DEPARTMENT OF ADULT, VOCATIONAL
AND TECHNICAL EDUCATION

The Practicum Demonstration Center is in keeping with Public Law 94-482 which encourages the development of programs to meet new and emerging manpower needs and job opportunities. Public Service Occupations are a part of the act.

*Inquiries concerning the Public Service Practicum should be addressed to:*

*Mr. Richard Chierico*
*Teacher/Coordinator of Public Service Practicum*
*Elk Grove High School*
*500 West Elk Grove Boulevard*
*Elk Grove Village, Illinois 60007*
*Telephone: 312/439-4800*

## YOU CAN DEVELOP
## PUBLIC SERVICE INTERNSHIP PROGRAMS
## ON THE SECONDARY LEVEL

"High school students should be given an opportunity to pursue a career in public service with the emphasis on the idea that government officials should, and can, rule by the force of their example."

Topics to be covered, include:

1. Why we need a Public Service Practicum course in Career Education.
2. Suggestions for starting a Public Service Program.
3. Job competencies needed for the Public Service areas.

Elk Grove High School Materials to be Disseminated

- Course Philosophy
- Course Reading List
- Course Outline
- Student Evaluation Form
- Training Plan for a Public Service Intern
- Student Follow-up Instrument
- Practicum Program Agreement
- Non-Certificated Form
- A copy of the list of available instructional materials for the Public Service areas
- A copy of the list of available Public Service jobs after secondary school
- A copy of the list of available job competencies needed for Public Service occupations
- A copy of the list of available suggested occupational course sequence (Grades 9-12)
- A copy of the suggested bibliography

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0653

## ACKNOWLEDGMENTS

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Illinois Office of Education
Joseph M. Cronin, Superintendent
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Dr. Edward H. Gilbert, Superintendent
Dr. Roderick C. McLennan, Associate Superintendent for Instructional Services
Mr. William Reid, District Coordinator of Social Science
District 214 Production Service
Elk Grove High School Advisory Council

Township High School District 214 School Board Members:
- Arthur Aronson
- Gene Artemenko
- Richard Bachhuber
- John Costello
- John Gmitro
- Donald Hoeck
- Marilyn Quinn

Mr. Donald Fyfe, Assistant Principal
Mr. Samuel Leopardo, Division Head, Social Science
Mrs. Grace Werner
Mrs. Helen Belke

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Mr. Warren Collier, District Coordinator of Practical Arts and Occupational Education
Dr. Donald Ring, Principal of Elk Grove High School
Ms. Laurel Anzelmo, former Elk Grove High School student and presently a sophomore at Wheaton College, Wheaton, Illinois, who assisted in the preparation of this brochure

*The Public Service Practicum is the result of the contributions of individuals other than the teacher/coordinator. It would be impractical to attempt to list all of the contributors, but while thanking them all, the above should be singled out.*